

CHAPTER 8 Instruction

Article 1 Instructional Goals and Objectives

Section 8-1.1. Excellence in Education; environment conducive to learning; standards of quality applicable. —A. The School Board is committed to excellence in education, equality of educational opportunity and the recognition of each student’s individuality. Students differ in their rate of physical, mental or emotional and social growth and vary in their needs and abilities. Every effort will be made to provide opportunities that are consistent with personal development and potential such that students become productive adult citizens in our society. The schools shall organize as follows: elementary schools (kindergarten through fifth grade); middle schools (sixth through eighth grade); high schools (ninth through twelfth grade).

B. School personnel should provide a school environment which is conducive to learning and a classroom atmosphere where students can function and develop competencies essential to their future. Safety, physical comfort and appearance are also vital to a good school environment. It shall be the duty of all personnel responsible for school services to establish and maintain conditions under which instruction and learning may advance. License personnel shall be responsible during the time they are in charge for the neatness of their classrooms, workstations, the protection of the furniture and other equipment. They shall report promptly to the principal any damage that is done.

C. The School Board is committed to providing programs and services as stated in the standards of quality to the extent proportionate to funding thereof provided by the General Assembly. The School Board accepts responsibility for meeting the regulations which established standards for accrediting public schools in Virginia. (Adopted January 12, 1995)

Legal Authority - Virginia Code §§22.1-253.13:1 & 22.1-253.13:3 as amended

Section 8-1.2. Annual Notice of Learning Objectives; notice of credits needed for graduation; notice to parents of students with disabilities; notice to parents of students who fail to graduate—A. At the beginning of each school year, each school within Suffolk Public Schools will provide 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; (ii) 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; (iii) an

annual notice to students in all grade levels of all requirements for Board of Education-approved diplomas; and (iv) the School Board's policies on promotion, retention, and remediation. The Superintendent will certify to the Department of Education that the notice required by this policy has been given.

B. Suffolk Public Schools will notify the parent of rising eleventh and twelfth grade students of (i) requirements for graduation pursuant to the standards for accreditation; and (ii) the requirements that have yet to be completed by the individual student.

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

D. Suffolk Public Schools 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 10, 2013; Ordinance Number: 12/13-60; Effective Date: July 1, 2013; Revised October 13, 2016; Ordinance Number: 16/17-20; Effective Date: July 1, 2017)

Note: The 2017 revision revised Subsection B, which read, "Suffolk Public Schools will notify the parent of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards of accreditation; and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation" to read, "Suffolk Public Schools will notify the parent of rising eleventh and twelfth grade students of (i) the requirements for graduation pursuant to the standards for accreditation; and (ii) the requirements that have yet to be completed by the individual student." Subsection C, which read, "Suffolk Public Schools will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the 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." to read, "Suffolk Public Schools will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq." Subsection D, which read, "Suffolk Public Schools will notify the parent of students who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the standards 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 achieve such verified units of credit is a student for whom English is a second language, the School Board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5 to read, "Suffolk Public Schools 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.

Legal Authority – Virginia Code § 22.1-253.13:4 (1950), as amended

Section 8-1.3 Career and Technical Education Programs K-12; plan required— A. The School Board will provide career and technical educational programs incorporated into the kindergarten through twelfth grade curricula that include: (i) 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; (ii) career exploration opportunities in the middle school grades; and (iii) 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 shall include counseling about available employment opportunities and placement services for students exiting school.

B. Suffolk Public Schools will develop and implement a plan to ensure compliance with this Policy. This plan shall be 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. (Adopted April 10, 2013; Ordinance Number 12/13-1; Effective Date: July 1, 2013)

Legal Authority – Virginia Code § 22.1-253.13:4 (1950), as amended.

Article 2 Academic Freedom

Section 8-2.1. Awareness of Respect for Constitution and Bill of Rights; Freedom of Conscience etc; free from religious discrimination—A. The School Board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

B. Freedom of individual conscience, association and expression will be encouraged in fairness and procedures will be observed to safe guard the legitimate interest 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 Constitution.

C. 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 January 12, 1995; Revised: September 8, 2011; Ordinance Number 11/12-4; Effective Date: September 9, 2011)

Note: The 2011 amendment to Section 8-2.1 added subparagraph C.

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Article 3 School Year and School Day

Section 8-3.1. School Year defined.—In accordance with the Code of Virginia, Suffolk Public Schools shall be operated with students in attendance a minimum of 180 teaching days or 990 hours (540 hours for kindergarten) per school year. Days on which schools are closed because of inclement weather or emergencies shall be made up if necessary to meet the 180 teaching days requirement. (Adopted January 12, 1995; Revised June 14, 2001; Ordinance Number 00/01-09; Effective Date: July 1, 2001)

Note: The 2001 revision to Section 8-31.1 added the word “teaching” days and “990 hours (540 hours for kindergarten)” in line three.

Legal Authority - Virginia Code §§22.1-98 & 22.1-79.1 (1950), as amended.

Section 8-3.2. School Calendar adoption process; First day of school.
— The official school calendar for the following year shall be adopted no later than June 1 by the School Board upon the recommendation of the Superintendent. Any exceptions or revisions to the calendar must be approved in advance by the School Board. The Superintendent must ensure that the calendar conforms to the number of actual days of employment as required by law and School Board policy. An advisory committee composed of teachers, parents and administrators may be used to recommend a proposed calendar to the superintendent. The recommendation of this committee shall be considered as advisory.

B. The first day of school shall be after Labor Day unless this requirement has been waived by the Board of Education pursuant to Virginia Code Section 22.1-79.1 (1950), as amended. (Adopted January 12, 1995; Revised June 15, 2001; Ordinance Number 00/01-10; Effective Date: July 1, 2001)

Note: The 2001 revision to Section 8-3.2 inserted the word “advisory” in Subsection A, line six, and also added subsection B.

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-3.3. Length of school day; time for dismissal; special education student exception. — A. The length of the regular school day shall

not be less than five and one-half nor more than six and one-half hours for grades 1 through 12 exclusive of time for meals. The length of each kindergarten session shall not be less than three (3) hours. Every elementary school shall provide students with daily recess during the regular school year, as determined by the school. The secondary school class schedule shall contain a minimum of 140 clock hours for each unit of credit. All secondary school students shall maintain a full day schedule of classes (5-1/2 hours) unless a waiver is granted by the superintendent or the superintendent's designee and shall be required to attend the full school day and to carry a normal course load of at least five (5) units of classes for grades 9 through 12 during the academic year.

B. The time for dismissal of each grade in the various schools shall be determined by the superintendent and approved by the School Board. No school day shall be shortened before the scheduled dismissal hour except with the approval of the superintendent.

C. The length of the school day may be modified as set forth in an individual education program (IEP) for a special education student. (Adopted January 12, 1995; Revised June 14, 2001; Ordinance Number 00/01-11; Effective July 1, 2001)

Note: The 2001 revision to Section 8-3.3 deleted "5-1/2" and added "five and one-half nor more than six and one-half" in subsection A, line one. This amendment also added in subsection A, line three to read "Every elementary school shall provide students with daily recess during the regular school year as determined by the school." The amendment also changed the minimum number of clock hours in line six from "150" to "140" and added "or the superintendent's designee" in subsection A, line eight.

Legal Authority - Virginia Code §22.1-98 (1950), as amended.

Section 8-3.4. Standard school day for grades K through 12; daily recess required for elementary grades; secondary class schedule; time for opening and closing school set by School Board.— A. The standard school day for students in grades K through 12 will average at least 5 ½ hours, excluding breaks for meals. All students in grades K through 12 will maintain a full day schedule of classes (5 ½ hours), unless a waiver is granted in accordance with School Board policies.

B. The secondary school class schedule shall contain a minimum of 140 clock hours for each unit of credit. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided.

C. The time for opening and closing schools will be established by the School Board upon recommendation of the superintendent, provided that the daily program for students in grade 1 through 12 will average 5 ½ hours, excluding breaks for meals. If the required program length is maintained, the School Board may approve occasional shortened days for staff development, conferences, planning and other activities designed to improve the instructional program,

provided that no more than one day in each five-day week may be shortened to no less than four hours. (Adopted August 21, 2008, Ordinance Number 08/09-10; Effective: August 21, 2008)

Legal Authority – Virginia Code § 22.1-79(5), (1950), as amended.

Article 4

Curriculum Development and Adoption

Section 8-4.1 Curriculum requirements generally; goal based-process; evaluation of educational program by administration required; new courses and educational programs presented to the School Board.—A. The curriculum shall meet or exceed the requirements of the Code of Virginia and regulations of the State Board of Education and shall be aligned to the Standards of Learning. The curriculum is a means to achieve pupil learning.

B. Curriculum development is a goal-based process. The process encompasses, (1) identification of division goals, (2) identification of program goals and student learning results, (3) curriculum evaluation, and (4) curriculum improvement. The purposes of the process are to:

1. Respond to the division needs assessment.
2. Define desired student learning results in each curriculum area.
3. Evaluate the curriculum and its implementation.
4. Provide for continuous curriculum improvement.
5. Provide for curriculum coordination within, between and across grade levels.
6. Determine how well individual students accomplish program goals and achieve expected learning results.
7. Provide a process for staff and community input in developing and implementing curriculum.

C. The School Board expects the administration and faculty to evaluate the educational program and regularly report findings and recommendations to the School Board. These recommendations shall include modifications of desired learning results, division or program goals, new courses or course content, resources, materials, and learning experiences.

D. The superintendent shall present new courses and new educational programs to the School Board for action, as well as programs and courses that have extensive revisions or additions. (Adopted January 12, 1995; Revised September 8, 2011; Ordinance Number 11/12-3; Effective Date: September 9, 2011)

Note: The 2011 amendment to Section 8-4.1, deleted Section 8-4.1 in its entirety and replaced it with a new Section 8-4.1.

Legal Authority - Virginia Code §§22.1-70 & 22.1-78 (1950), as amended.

Section 8-4.2. Curriculum to include study of documents of Virginia history and United States Constitution.—The Declaration of American Independence, the general principals of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12, 1612, of the Virginia Company, and the Virginia Declaration of Rights shall be thoroughly explained and taught by teachers to students enrolled in Suffolk Public Schools. Emphasis shall be given to the citizenship responsibilities inherent in the rights included in these documents. Written examinations as to each of the documents shall be given. (Adopted November 11, 1999; Ordinance Number 99/00-22)

Legal Authority – Virginia Code §22.1-201 (1950), as amended.

Section 8-4.3. Textbook adoption; recommendations from superintendent required. A. The School Board shall adopt textbooks, including print or electronic media, for student use that serves as a core instructional resource for a grade-level subject or course in accordance with regulations adopted by the State Board of Education.

B. The School Board will adopt textbooks for use in the local division upon the recommendation of the superintendent. (Adopted January 8, 2009; Ordinance Number 08/09-24; Effective July 1, 2009)

Legal Authority – Virginia Code §22.1-238 (1950), as amended.

Article 5 Pilot Research or Experimental Projects

Section 8-5.1. Right to inspect instructional material; research or experimentation program defined.—A. 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.

B. As used herein the term “research or experimentation program or project” means any program or project designed to explore or develop new or improving methods or techniques. The designation of any program or project as a research or experimentation program or project shall be made by the superintendent. (Adopted January 12, 1995)

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Legal Authority - 20 U.S.C. §1232.h (a).

Section 8-5.2 Approval by School Board required; procedures for selection and evaluation of instructional materials generally.—A. The School Board is responsible for the selection, evaluation, approval, and use of instructional materials. The superintendent or his designee will periodically review guidelines and procedures for the selection of instructional materials and bring recommendations for changes to the Board.

B. The procedures for selection and evaluation of instructional materials shall offer a thorough and efficient approach which ensures that appropriate instructional materials are selected, and provide an opportunity for the professional staff and community to participate and be informed on the selection and use of instructional materials. The procedures will include (1) local criteria for selection of instructional materials; (2) evaluation of materials in relation to with instructional goals and objectives; (3) an evaluation committee which should include, when appropriate, parents, students, teachers, supervisors, and nonparent patrons; (4) opportunity for the examination of materials by appropriate committees and individuals; (5) notice to parents that materials under consideration for approval will be available at designated locations for review by any interested citizens. Provisions should be made for those reviewing such materials to present their comments and observations, if any, to the school board; (6) procedures for the reconsideration of challenged materials; and special emphasis on the thorough evaluation of materials related to controversial or sensitive topics such as Family Life Education. (Adopted January 8, 2009; Ordinance Number 08/09-23; Effective Date: July 1, 2009)

Legal Authority — Virginia Code §22.1-238 (1950), as amended

Section 8-5.3. Approval, selection and adoption of supplementary materials by School Board; purpose of supplementary materials; teacher review required.— A. Selection and use of supplementary materials shall be in accordance with policies and regulations of the School Board and regulations promulgated by Suffolk Public Schools. The same care shall be exercised in the selection of supplemental materials as in the selection of other types of instructional materials.

B. Materials used by students under the guidance of teachers to extend, expand, and supplement based materials constitute an integral part of the instructional program. Supplemental materials are those items which are used to assist the teaching and learning process and include such items as magazines, newspapers, charts, pictures, certain workbooks, kits, videos, electronic media, 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.

C. 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, but the use of supplemental materials must have prior approval of the building principal. (Adopted January 8, 2009; Ordinance Number 08/09-22; Effective Date: July 1, 2009)

Legal Authority— Virginia Code §§ 22.1-78, 22.1-238 (1950), as amended.

Article 6

Curriculum Development and Adoption

Section 8-6.1. Curriculum defined; compliance with state law; proposed changes; involvement by school personnel.—The curriculum is defined broadly as the total of social and educational experiences that occur as part of the school program. The curriculum may be changed as the result of new information, development and technology, community interests and needs and student interests and needs. The curriculum is designed to assist students in achieving their potential. School personnel promote the physical, mental and social development of each student through daily interaction.

B. The curriculum shall meet the requirements of the Code of Virginia and regulations of the State Board of Education.

C. Proposed curriculum and program changes shall be submitted in writing to the assistant superintendent for review with recommendations to the superintendent.

D. Curriculum guides shall be developed locally and shall include guidelines from the State Department of Education. Teachers, administrators, principals and central office staff shall be involved in the development of such guides. Copies of all curriculum guides will be located in each school. (Adopted January 12, 1995)

Legal Authority - Virginia Code §§22.1-199 through 22.1-202 (1950), as amended.

Section 8-6.2. Character education required; basic character traits listed; use of classroom instruction.—A. Suffolk Public Schools shall establish, within its existing programs 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 Suffolk Public Schools, or both. The purpose of the character education 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.

B. 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 Student Conduct Policy Guidelines adopted by the Board of Education pursuant to § 22.1-279.6.

C. Suffolk Public Schools' character education program shall (i) specify those character traits to be taught, selecting from those which are common to diverse social, cultural, and religion groups; (ii) be implemented at the elementary and secondary levels; (iii) provide for relevant professional development and adequate resources; and (iv) include a method for program evaluation.

D. Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It shall not include indoctrination in any particular religious or political belief. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in Va. Code § 1-500, may be taught as representative of such civic values. (Adopted November 11, 1999; Ordinance Number 99/00-24; Revised April 10, 2013; Ordinance Number 12/13-62; Effective Date: July 1, 2013)

Note: The **2013** revision added "or as a separate program" "in its schools" in the first sentence of subsection A. Also added the following language in subsection A, "The character education program may occur during the regular school year, during the summer in a youth development academy offered by Suffolk Public Schools, or both." In addition, deleted the words "shall be to instill in students" and in its place added the words "is to foster" in subsection A. Deleted the following language relative to the purpose of character education "and to educate students regarding those core civic values and virtues which are efficacious to a civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth of Virginia. The components of the program shall be developed in cooperation with students, parents, and the community at large." Added the following language, "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." In subsection B, deleted the following language " The basic character traits taught may include (i) trustworthiness, including honesty, integrity, reliability, and loyalty; (ii) respect, including the precepts of the Golden Rule, tolerance and courtesy; (iii) responsibility, including accountability, diligence, perseverance, and self-control; (iv) fairness, including justice and freedom from prejudice; (v) caring, including kindness, empathy, compassion, consideration, generosity, and charity; and (vi) citizenship, including concern for the common good, respect for authority and the law, and community-mindedness" and inserted the following language in its place, "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 Student Conduct Policy Guidelines

adopted by the Board of Education pursuant to § 22.1-279.6.” Subsection C was also added, and subsection D was re-written. The following language was deleted from subsection D, “Classroom instruction may be used to supplement a character education program; however, each program shall be interwoven into the school procedures and environment and structured to instruct primarily through example, illustration, and participation, in such a way as to complement the Standards of Learning” and inserted the following language “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.”

Legal Authority – Virginia Code § 22.1-208.1 (1950), as amended.

Article 7 Instructional Program

Section 8-7.1. Purpose of educational program; serving needs of all children; reading, writing and arithmetic required. —A. Because education is a lifelong process, the educational program shall provide formal studies to meet the academic and career needs of all students and opportunities for individual students to develop specific talents and interests and grow toward independent learning.

B. The various instructional programs shall be developed with the view toward maintaining balance, integrated and sequentially articulated curricula which will serve the educational needs of all school age children enrolled in Suffolk Public Schools.

C. The School Board believes that well developed reading, computing and verbal and written communication skills are essential in our society. Specific requirements for student progress shall ensure that high school graduates are competent in these skills. (Adopted January 12, 1995)

Legal Authority - Virginia Code §§22.1-199 through 22.1-202 (1950), as amended.

Section 8-7.2 Remedial instruction required; annual evaluation required; compulsory school attendance applicable; state reporting requirement.—A. Suffolk Public Schools shall implement programs of prevention, intervention or remediation for students who are educationally at risk, including 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 remediation program shall be chosen by Suffolk Public Schools to be appropriate to the academic needs of the student.

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 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 shall be borne by the student's parent.

B. In designing Suffolk Public Schools' remediation program as required by the Standards of Quality, Suffolk Public Schools shall annually evaluate and modify, 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. The program shall include, when appropriate, 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 required for the student's graduation. Such students shall be provided appropriate remediation activities.

C. 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.

D. Suffolk Public Schools will annually report the following information to the Board of Education pertaining to students eligible for remediation: (1) the number of students failing a state-sponsored test required by the Standards of Quality or Standards of Accreditation; (2) a demographic profile of students attending state-funded remedial programs; (3) the academic status of each student attending state-funded remedial programs; (4) the types of instruction offered; (5) the length of the program; (6) the cost of the program; (7) the number

of ungraded and disabled students, and those with limited English proficiency; (8) the pass rate on Standards of Learning assessments; and (9) the percentage of students at each grade level who have met their remediation goals. (Adopted: February 14, 2008; Ordinance Number 07/08-7; Effective Date: February 14, 2008)

Legal Authority—Virginia Code §§ 22.1-253.13:1, 22.1-253.13:2, 22.1- 253.13:4, 22.1-254, 22.1-254.01 (1950), as amended.

Section 8-7.3 Online and virtual programs permitted; courses and program offerings posted on website; enrollment and residency requirement; teachers licensed by Board of Education and administrators must hold advance degree; definitions. — A. The School Board may enter into contracts, consistent with the criteria approved by the Board of Education, with approved private or nonprofit organizations to provide multidivision online courses and virtual school programs. Such contracts shall be exempt from the Virginia Public Procurement Act.

B. 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.

C. 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 the City of Suffolk 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 City of Suffolk.

D. 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.

E. For purposes of this policy, the following definitions apply.

"Multidivision online provider" means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a

private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in kindergarten through grade 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division. However, "multidivision online provider" shall not include (a) a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division; (b) multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions; (c) local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider.

"Online course" means a course or grade-level subject instruction that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management. (Adopted April 10, 2013; Ordinance Number 12/13-63; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-70; Effective Date: July 1, 2016)

Note: The 2016 revision revised Subsection C which read "However, tuition may be charged to students who do not reside within the boundaries of the City of Suffolk" to read "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 City of Suffolk."

Legal Authority – Virginia Code §§ 22.1-212.24, 22.1-212.25, 22.1-212.26, 22.1-212.27, 22.1-296.1, 22.1-296.2, and 22.1-296.4. (1950), as amended.

Article 8 Tech Prep Education

Section 8-8.1. Vocational Technical Education; Pruden Center for Industry and Technology. —A. Suffolk Public Schools shall provide a program of vocational/technical education in order that students may acquire skills, knowledge, attitudes and habits of work necessary for life and success in employment. The superintendent and staff shall plan and make recommendations for vocational/technical education in compliance with the standards of quality annual plan for vocational/technical education adopted by the School Board.

B. Students enrolled in Suffolk Public Schools shall be required to enroll in a secondary school in Suffolk before they can attend the Pruden Center for Industry and Technology. For the half day enrollment at the secondary school, students shall be scheduled, enrolled and attend required and elective courses. Additionally, such students may participate in co-curricular activities and lunch at the regular secondary school and be offered transportation to and from the Pruden Center for Industry and Technology. (Adopted January 12, 1995)

Legal Authority - Virginia Code §§22.1-228 through 22.1-257 (1950), as amended.

Article 9 Health, Physical Education

Section 8-9.1. Physical Education Program must comply with state law; goal of Suffolk Public Schools. — A. Each school organizes and maintains a physical and health education program in accordance with State Board of Education regulations and State Board of Health guidelines.

B. The goal of Suffolk Public Schools 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. (Adopted January 12, 1995; Revised September 8, 2011; Ordinance 11/12-2; Effective Date: September 9, 2011; Revised June 9, 2016; Ordinance Number 15/16-71; Effective Date: July 1, 2016)

Note: The **2016** revision revised Subsection A which read “Each school shall organize and maintain a physical and health education program in accordance with State Board of Education regulations and State Board of Health guidelines” to read “Each school organizes and maintains a physical and health education program in accordance with State Board of Education regulations and State Board of Health guidelines.” Also revised Subsection B which read “The goal of Suffolk Public Schools is that a program of physical fitness will be available to elementary students (grades K-5) for at least 90 minutes and middle and high school students (grades 6-10) for at least 150 minutes per week on average during the regular school year” to read “The goal of Suffolk Public Schools 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.”

Legal Authority - Virginia Code §§22.1-207, 22.1-254, 13:1 (1950), as amended.

Article 10

Teaching about Drugs, Alcohol and Tobacco

Section 8-10.1. 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.

B. Each student shall receive instruction concerning the public safety hazards and dangers of alcohol abuse, underage drinking, and drunk driving. (Adopted January 12, 1995; Revised June 9, 2016; Ordinance Number 15/16-72; Effective Date: July 1, 2016)

Note: The **2016** revision revised Subsection A which read “Each student shall receive instruction in drug education in accordance with the guidelines set forth by the State Board of Education” to read “Each student shall receive instruction related to alcohol and drug abuse and smoking and health.” This revision also added the remaining language to this Section.

Legal Authority - Virginia Code §§22.1-79.5, 22.1-206 (1950), as amended.

Article 11

Family Life Education

Section 8-11.1. Family Life Education in general. — The 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. (Adopted January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-64; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-73; Effective Date: July 1, 2016; Revised October 13, 2016; Ordinance Number 16/17-19; Effective Date: July 1, 2017)

Note: The **2017** revision, which read, “The School Board approves the inclusion of family life education in the curriculum. Instruction shall be organized and maintained under the FLE standards of learning

objectives developed by the State Department of Education to read “The School Board provides Family Life Education (FLE) based on the FLE Standards of Learning (SOL) objectives developed by the Department of Education. The remaining language was also added. The **2016** revision revised this Section which read “The School Board approves the inclusion of family life education in the curriculum. Instruction shall be organized and maintained under the FLE standards of learning objectives developed by the State-Department of Education” to read “The School Board provides Family Life Education (FLE) based on the FLE standards of learning objectives developed by the Department of Education.”

Section 8-11.2. Community Involvement Team. — Under procedures approved by the School Board, a broad based community involvement team is established. The team includes but is not limited to school administrators, teachers, parents, clergy, medical professionals, mental health. (Adopted January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-65; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-74; Effective Date: July 1, 2016)

Note: The **2016** revision revised this Section which read “Under procedures approved by the School Board, a broad based community involvement team shall be established for the purpose of reviewing and making recommendations to the School Board regarding the Family Life Education curriculum. The team may include but not be limited to school administrators, teachers, parents, clergy, medical professionals, mental health” to read “Under procedures approved by the School Board, a broad based community involvement team is established. The team includes but is not limited to school administrators, teachers, parents, clergy, medical professionals, mental health.”

Legal Authority - Virginia Code §22.1-207.1; 22.1-270.2 (1950), as amended.

Section 8-11.3. Instructional Materials. — **DELETED** (Deleted June 9, 2016; Ordinance Number 15/16-75; Effective: July 1, 2016)

Note: This Section read “All instructional materials used in family life education must be approved by the School Board, the superintendent or his/her designee. No materials relating to family life education may be available for circulation to students through libraries or resource media centers unless the School Board has approved these materials for such circulation.

Legal Authority - Virginia Code §22.1-207.1, 22.1-207.2 (1950), as amended.

Section 8-11.4. Separate Sessions.— A plan for teaching sensitive conduct in gender-separated classes shall be announced publicly. (Adopted January 12, 1995; Revised June 9, 2016; Ordinance Number 15/16-76; Effective Date: July 1, 2016)

Note: The **2016** revision revised this Section which read “As determined by the community involvement team, portions of classes in the family life education program which deal exclusively with human sexuality maybe conducted in separate sessions for boys and girls” to read “A plan for teaching sensitive conduct in gender-separated classes shall be announced publicly.”

Legal Authority - Virginia Code §22.1-207.1, 22-1-207.2 (1950), as amended.

Section 8-11.5. Opt Out Procedures. — An “op-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. (Adopted January 12, 1995; Revised June 9, 2016; Ordinance Number 15/16-77; Effective Date: July 1, 2016)

Note: The **2016** revision revised this Section which read “The superintendent or a designee shall develop “Opt Out” Procedures for parents or guardians who do not want their children included in all or part of the family life education program” to read “An “op-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.”

Legal Authority - Virginia Code §22.1-207.1; 22.1-207.2 (1950), as amended.

Section 8-11.6. Students with Disabilities. — The superintendent or a designee shall develop a plan for including family life education in the individualized education program (IEP) for students with disabilities. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-70 (1950), as amended.

Section 8-11.7. Annual Review Required; Right of Parental Review; Program Summary Required.—A. The Family Life Education curriculum is reviewed annually. Such review allows for community input.

B. A parent or guardian shall have the right to review the curriculum including all supplemental materials used in the program. A summary of the family life education program will assist parents in understanding the program and to encourage parental involvement in the instruction of students in family life education.

C. 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 Suffolk Public Schools 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 Suffolk Public Schools, 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 January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-67; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-78; Effective Date: July 1, 2016)

Note: The **2016** revision added Subsection A. It also revised Subsection C which read “The School Board shall develop and distribute to the parents or guardians of students participating in the family life education program a summary designed to assist them in understanding the program

implemented in Suffolk Public Schools and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom. The following statement will be included on the summary:” to read 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 Suffolk Public Schools 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:”

Legal Authority - Virginia Code §§ 22.1-207.1 & 22.1-207.2 (1950), as amended.

Section 8-11.8 Staff Training. — Teachers in the Family Life Education program participate in the training program sponsored by the Department of Education. (Adopted April 10, 2013; Ordinance Number 12/13-68; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-79; Effective Date: July 1, 2016)

Note: The 2016 revision revised this Section which read “Teachers in the Family Life Education program may participate in the training program sponsored by the Virginia Department of Education” to read “Teachers in the Family Life Education program participate in the training program sponsored by the Department of Education.”

Legal Authority – Virginia Code §§ 22.1-207.1; 22.1-207.2 (1950), as amended.

Section 8-11.9 Division Wide Family Life Education Leader Required. — **DELETED** (Deleted June 9, 2016; Ordinance Number 15/16-80; Effective Date: July 1, 2016)

Note: This Section read “The superintendent, or a designee, shall appoint a family life education leader for the school division. The family life education leader will assist in training teachers, work with the community involvement team, and assist in the implementation and evaluation of the program.”

Legal Authority – Virginia Code §§ 22.1-297.1, 22.1-207.2 (1950), as amended.

Article 12 Driver Education

Section 8-12.1. Driver Education High School Offering; superintendent to make report to Division of Motor Vehicles. — A. A program of driver education in the safe operation of motor vehicles and knowledge of rules, regulations and laws may be offered in the high schools. The program shall consist of classroom training and “behind the wheel training”. The program shall also include instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving and organ and tissue donor awareness fuel-efficient driving practices.

B. At the beginning of each school year and thereafter as necessary, the

school superintendent shall report to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for Suffolk Public Schools. (Adopted January 12, 1995; Revised March 12, 2009; Ordinance 08/09-33; Effective July 1, 2009; Revised April 10, 2013; Ordinance Number 12/13-70; Effective Date: July 1, 2013)

Note: The **2013** revision removed "will" and inserted "shall" in subsection A. Included "fuel-efficient driving practices" at the end of subsection A. Deleted subsections B and C and re-alphabetized what was formerly D to B. The **2009** amendment to Section 8-12.1, added the words "Driver Education" and "superintendent to make report to Division of Motor Vehicles". In subsection A, line 2, deleted the word "shall" and inserted "may." Line 4, inserted the word "also" and the language, "aggressive driving, motorcycle awareness, distracted driving and organ and tissue donor awareness." Added subsections B, C and D.

Legal Authority - Virginia Code §22.1-205 (1950), as amended.

Article 13

Programs for Students with Disabilities

Section 8-13.1 Free Appropriate Public Education; Individualized Education Program Required; Appropriate Procedural Safeguards Required; Child Find Program Required. — A. The School Board provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of the City of Suffolk or who are not residents of the City of Suffolk but are residents of Virginia and who are enrolled in a full-time virtual school program provided by the School Board. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled.

B. An Individualized Education Program (IEP) is developed and maintained for each child with a disability served by Suffolk Public Schools. The program shall be 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.

C. 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. Suffolk Public Schools shall provide 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.

D. The Suffolk Public Schools shall maintain 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. (Adopted January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-71; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-81: Effective Date: July 1, 2016)

Note: The 2016 revision revised Subsection by deleting the following language "Suffolk Public Schools shall develop a child find program to identify, locate and evaluate those children from birth to 21 inclusive who may have disabilities and may need special education and related services. The School Board shall ensure that a free, appropriate public education will be available for all children and youth with disabilities, ages 2 through 21, who are residents of the City of Suffolk" and inserted in its place the following language "The School Board provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of the City of Suffolk or who are not residents of the City of Suffolk but are residents of Virginia and who are enrolled in a full-time virtual school program provided by the School Board. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled. In Subsection B the following language was deleted "The School Board shall ensure that students with disabilities and their parents or guardians are guaranteed the appropriate procedural safeguards in the process of identification, evaluation, placement, and provision of an appropriate education program. To the maximum extent appropriate, students with disabilities will be educated with children who are not disabled. Prior to the identification, evaluation, placement, or provision of a free appropriate public education to a disabled student, a full explanation of all procedural safeguards shall be made available to parents" and the following language was inserted in its place "An Individualized Education Program (IEP) is developed and maintained for each child with a disability served by Suffolk Public Schools. The program shall be 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." In Subsection C the following language was deleted "An Individualized Education Program (IEP) shall be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with 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 and other individuals at the discretion of the parents or school division in accordance with State and federal law. This IEP shall be reviewed at least annually. The IEP shall be inclusive of areas specified by state and federal statutes and regulations" and the following language was inserted in its place, "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. Suffolk Public Schools shall provide 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. A new Subsection D was also added.

Legal Authority - Individuals with Disabilities Act (1990); Virginia Code §§22.1-213 through 22.1-221 (1950), as amended.

Article 14

Programs for Students with Exceptional Abilities

Section 8-14.1. Gifted programs encouraged; multiple criteria for identification; annual report required; advisory committee to be appointed—

A. Suffolk Public Schools 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.

B. 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 Suffolk Public Schools' plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board. (Adopted January 12, 1995; Revised: October 9, 2008; Ordinance Number 08/09-25; Effective Date: October 10, 2008; Revised April 10, 2013; Ordinance Number 1213-72; Effective Date: July 1, 2013)

Note: The **2013** revision deleted the former subsections A and B and inserted a new subsection A. Also revised former subsection D, which is now subsection B, by inserting in the first sentence that the School Board "may" establish a local advisory committee "composed of parents, school personnel, and other community members appointed by the School Board. The following language was also deleted from former subsection D, "Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the division. The comments and recommendations of the committee shall be provided in writing to: (1) the Superintendent and (2) the School Board. The program shall be in compliance with the Code of Virginia and the Board of Education Regulations." In the **2008** revision to Section 8-14.1 added the word "Gifted" and deleted the word "Differentiated" and added "encouraged; multiple criteria for identification; annual report required; advisory committee to be appointed". Also, delete subsection A and replace with a new subsection A and add subsections B, C, and D in its entirety.

Legal Authority - Virginia Code §22.1-253.13:1(7) (1950), as amended.

Section 8-14.2. Internship programs for certain students encouraged.
—The School Board encourages the development of internship programs for advanced, gifted and talented, under served, and non-traditional students with academic potential. Such internship programs should focus on providing opportunities for qualified students, who demonstrate the ability or potential to excel academically, but who generally would not be selected for gifted education programs or advanced course work. (Adopted January 12, 1995)

Legal Authority -House Joint Resolution No. 727, Agreed to by the House of Delegates, February 7, 1999, Agreed to by the Senate, February 18, 1999

Article 15
Programs for Educational Disadvantage Students
and Students with Low Achievement

Section 8-15.1. Parental involvement endorsed generally; School Board responsibilities; parental involvement in Title I, Part A programs.—A. The School Board recognizes that the education of each student is a responsibility shared by the school and the student’s family. The School Board endorses the parental involvement goals of Title I found at 20 U.S.C. 6318 and Title III found at 20 U.S.C. §7021(e) and encourages the regular participation by parents of all children, including those eligible for Title I and Limited English Proficiency (LEP) programs

B. In keeping with these beliefs, it is the intention of the School Board to cultivate and support active parental involvement in student learning. The School Board will: (1) provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the school division and other agencies or school/community groups to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development; (2) implement strategies to involve parents in the educational process, including: (i) keeping families informed of opportunities for involvement and encouraging participation in various programs; (ii) providing access to educational resources for parents and families to use with their children; (iii) keeping families informed of the educational objectives of programs offered by Suffolk Public Schools, as well as of their child’s participation and progress in these programs; (3) enable families to participate in the education of their children through a variety of roles. For example, a family member may: (i) provide input into district policies; (ii) volunteer time within the classroom and school programs; and (iii) provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies; (4) perform regular evaluations of parent involvement at any school under the control of the School Board; (5) provide access, upon request, to any instructional material used as part of the educational curriculum; (6) if practicable, provide information in a language understandable to parents; (7) inform parents of students eligible for LEP programs of how they can be active participants in assisting their children to (i) learn English; (ii) achieve at high levels in core academic subjects; and (iii) meet the same challenging academic content and subject academic achievement standards as all children are expected to meet.

C. The School Board encourages parents of children eligible to

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participate in Title I, Part A, programs to participate in the development of Suffolk Public Schools' Title I Plan. Parents may participate in the development of the Title I Plan by serving on the parent advisory committee. (Repealed Section 8-15.1, January 12, 1995; Adopted new Section 8-15.1, April 3, 2003; Ordinance Number 02/03-7; Effective Date: July 1, 2003)

Legal Authority – 20 U.S.C. § 6312, 6316, 6318; Virginia Code § 22.1- 78 (1950), as amended.

Section 8-15.1:1 Parental Involvement in School Review and Improvement; District Responsibilities.—A. The School Board encourages parents of children eligible to participate in Title I, Part A, and LEP programs to participate in the process of school review and, if applicable, school improvement as implemented by the No Child Left Behind Act of 2001, 20 U.S.C. § 2316.

B. Each school in the school division which receives Title I, Part A, funds, shall: (i) provide assistance to parents of children served by the school in understanding topics such as Virginia's academic content standards and student academic achievement 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; (ii) provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (iii) educate teachers, pupil services personnel, principals, 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; (iv) to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (v) ensure 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; and (vi) provide such other reasonable support for parental involvement activities as parents may request. (Repealed Section 8-15.1, January 12, 1995; Adopted new Section 8-15.1:1, April 3, 2003; Ordinance Number 02/03-7; Effective Date: July 1, 2003)

Legal Authority—20 U.S.C. § 6312, 6316, 6318; Virginia Code § 22.1-78 (1950), as amended.

Section 8-15.1:2 When parental involvement discretionary; mandatory parental involvement; parental involvement in the allocation of funding.—A. Suffolk Public Schools and each school which receives Title I, Part A funds, may in its sole discretion: (i) involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness

of such training; (ii) provide necessary literacy training from Title I funds if the district has exhausted all other reasonable available sources of funding for such training; (iii) 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; (iv) train parents to enhance the involvement of other parents; (v) arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation; (vi) adopt and implement model approaches to improving parental involvement; (vii) establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and (viii) develop appropriate roles for community-based organizations and businesses in parental involvement activities.

B. Each school served under Title I, Part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following: (i) convening an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participating in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved; (ii) offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (iii) 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 parental involvement policy and the joint development of the school wide program plan under the No Child Left Behind Act of 2001, 20 U.S.C. § 6312(b)(2), 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; (iv) providing parents of participating children with (a) timely information about Title I, Part A, programs; (b) a description and explanation of the curriculum in use at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and (c) 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 respond to any such suggestions as soon as practicably possible; and (d) if the school wide program plan under the No Child Left Behind Act of 2001, 20 U.S.C. § 6312(b)(2) 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 public.

C. Parents of children receiving services under Title I, Part A, shall be

involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities. (Repealed Section 8-15.1, January 12, 1995; Adopted new Section 8-15.1:2, April 3, 2003; Ordinance Number 02/03-7; Effective Date: July 1, 2003)

Legal Authority—20 U.S.C. § 6312, 6316, 6318; Virginia Code § 22.1-78 (1950), as amended.

Section 8-15.1:3 Policy Review.—The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of schools receiving Title I, Part A, or LEP funds. This evaluation will identify barriers to greater participation by parents, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of that evaluation to design strategies for more effective parental involvement, and to revise, if necessary, this policy. (Repealed Section 8-15.1, January 12, 1995; Adopted new Section 8-15.1:3, April 3, 2003; Ordinance Number 02/03-7; Effective Date: July 1, 2003)

Legal Authority—20 U.S.C. § 6312, 6316, 6318; Virginia Code § 22.1-78 (1950), as amended.

Section 8-15.2. Program for Improvement Required.—A program of instruction shall be provided to enable students to improve their achievement in a subject area in which they are performing below grade level. (Adopted January 12, 1995)

Legal Authority - Virginia Code 22.1-253.13:1 (1950), as amended.

Article 16

English as a Second Language

Section 8-16.1. Proficiency in English encouraged; Assessments required; Notification requirements; No tuition in certain circumstances.—A. The School Board shall provide programs to improve the education of limited English proficient children by assisting the children to learn English and meet Virginia’s challenging academic content and student academic achievement standards.

B. The School Board will annually assess the English proficiency of all students with limited English proficiency.

C. The School Board will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for limited English proficient students of (a) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction education

program; (b) the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement; (c) 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;(d) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; (e) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; (f) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program; (g) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and (h) information pertaining to parental rights that includes written guidance (i) 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 (ii) 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 for participation in a language instruction education program prior to the beginning of the school year, the School Board shall provide the notice detailed above within 2 weeks of the child being placed in the program. The information described above will be provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

D. Students may be accepted and provided English-Second language programs if they 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 shall be charged such students, if state funding is provided for such programs. (Adopted January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-73; Effective Date: July 1, 2013)

Note: The 2013 revision revised subsection A, which formerly read "The School Board shall provide an educational program for students whose primary language is other than English to encourage them to become proficient in the use of the English language." It also revised subsection B, which formerly read "Credit may be granted for particular English or foreign language courses to students if they are enrolled in a full-time English as a second language program" and also insert two new subsections C and D.

Legal Authority - Virginia Code §22.1-212.1 (1950), as amended.

Article 17

Homebound Instructions

Section 8-17.1. Homebound instruction required; limitations; medical forms required on file—A. The School Board shall maintain a program of homebound instruction for students who are confined for periods that would prevent normal school attendance based upon certification of need by a licensed physician, physician assistant, nurse practitioner, or clinical psychologist.

B. Upon request of the student's parent or guardian and provided such request is recommended by a physician, physician assistant, nurse practitioner, or clinical psychologist, the School Board shall furnish a teacher to instruct the student at home a maximum of forty (40) hours for secondary students and twenty (20) hours for elementary students per calendar month. Any credits earned shall be considered a part of the student's regular school work and recorded as such on the cumulative record. 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.

C. 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.

D. 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 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.

E. Medical forms must be maintained on file. (Adopted January 12, 1995; Revised June 14, 2001; Ordinance Number 00/01-12; Effective Date: July 1, 2001; Revised April 10, 2013; Ordinance Number 12/13-74; Effective Date: July

1, 2013; Revised October 13, 2016; Ordinance Number 16/17-18; Effective Date: July 1, 2017)

Note: The **2017** revision to Subsection C, which read, “Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal” was revised to read, “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.” The **2013** revision added physician assistant, nurse practitioner and deleted “licensed” before clinical psychologists in subsection A. Added physician assistant, nurse practitioner and deleted “licensed” before clinical psychologists in subsection B. Also inserted the following language at the end of subsection B, “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.” Re-alphabetized this section and inserted new sections C and D. The **2001** revision to Section 8-17.1 deleted the words “which is designed to provide continuity of educational services between the classroom and home setting for students whose medical needs both physical and psychiatric contraindicate school attendance” and inserted the following words in line two, “for students who are confined for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist.” The amendment also changed subsection B, line two, to include “or licensed clinical psychologist,” and deleted the words “approved by the Coordinator of Special Education” and added the following words in subsection B, beginning at line two “the School Board shall furnish a teacher to instruct the student at home.” The amendment also added subsection C.

Legal Authority - Virginia Code §22.1-70 (1950), as amended.

Section 8-17.2. Approval by Superintendent; carried on school register.—A. Applicants for homebound instruction are approved locally by the superintendent or his or her designee. Medical forms must be maintained on file.

B. During such period of instruction the student shall be carried on the school register as present. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-70 (1950), as amended.

Article 18 Alternative School Programs

Section 8-18.1. Alternative programs must comply with State and Federal law. — Alternative programs may be established by the School Board within existing schools or at separate sites within the jurisdiction of Suffolk Public Schools consistent with state and federal regulations. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-70 (1950), as amended.

Section 8-18.2. Authority of superintendent to assign students; due process requirements; final decisions. — A. The superintendent or designee may require any student, when the student to attend an alternative education program, including, but not limited to, night school, adult education, or any other educational program designed to offer instruction to students for whom the regular program of instruction is deemed inappropriate, when the student has been (i) charged with an offense relating to the Commonwealth’s laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; or (ii) found guilty or not innocent of an offense relating to Virginia’s laws on weapons, alcohol, or drugs, or of a crime which resulted in or could have resulted in injury to others, or of a crime for which the disposition ordered by the court is required to be disclosed to the superintendent as provided for under law; or (iii) found guilty or not innocent of a crime for which the disposition ordered by the court involving an offense that is required to be disclosed to the superintendent as provided for under law pursuant to Virginia Code Section 16.1-260.G; or (iv) found to have committed a serious offense or repeated offenses in violation of School Board policies; or (v) expelled from any school for having violated the standards of student conduct. As used in this section the term “charge” means that the petition or warrant has been filed or is pending against a student.

B. However no student shall be placed in an alternative education program until after (i) written notice to the student and his parent that the student is being recommended for attendance in an alternative program; and (ii) notice of the opportunity for the student or the student’s parent to participate in a hearing conducted by the superintendent or designee regarding such placement.

C. The decision of the superintendent or designee regarding such alternative education placement shall be final unless altered by the School Board, upon timely written petition by the student, the student’s parent, or the School Board, as set forth in regulations to be adopted by Suffolk Public Schools. (Adopted November 11, 1999; Ordinance Number 99/00-26; Revised April 8, 2004; Ordinance Number 03/04-14, Effective: July 1, 2004)

Note: The 2004 revision deleted after the word “instruction” the words “may be” in line four, subparagraph A, and inserted in its place the words “is deemed”. Added in subparagraph A, line 7, subpart (i) the words “an offense relating to Virginia’s laws on weapons, alcohol, or drugs, or of a”. In subparagraph A, line 10, subpart (iii) deleted the words “for which the disposition ordered by the court” and inserted in its place “involving an offense that”; added a new subpart (iv) in subparagraph A; and renumbered the former subpart (iii) to (v) and deleted from this section at it beginning the words “having been” and inserted the word “any” and deleted the words from the end of this subpart which read “to attend an alternative education program, including, but not limited to, night school, adult education, or any other educational program designed to offer instruction to students for whom the regular program of instruction may be deemed inappropriate.”

Legal Authority - Virginia Code §22.1-277.1 (1950), as amended.

Section 8-18.3. Correspondence courses generally; standard units of credit awarded. — A. The superintendent, in accordance with the Standards of Accreditation, may develop regulations governing the enrollment of students in supervised correspondence courses for receipt of a standard and verified unit of credit. Students may enroll in such courses only with prior approval of the principal.

B. Standards 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 approved by the School Board. Verified units of credit may be earned when the student has passed SOL test associated with the correspondence course completed. (Adopted June 13, 2001; Ordinance Number 00/01-14; Effective Date: July 1, 2001)

Legal Authority – Virginia Code §22.1-277.1 (1950), as amended.

Section 8-18.4. Instruction through alternative technological means; standard units of credit to be awarded. — A. The superintendent may develop regulations, in accordance with the Standards of Accreditation, to encourage the pursuit of alternative means to deliver instruction to accommodate student needs through emerging technologies.

B. 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 approved by the School Board. Verified units of credit may be earned when the student has passed the SOL test associated with the course completed. (Adopted June 14, 2001; Ordinance Number 00/01-14; Effective Date: July 1, 2001)

Legal Authority – Virginia Code §22.1-199.1 (1950), as amended.

Section 8-18.5. Parent notification of dual enrollment courses etc. — Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, Project Lead the Way, 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 shall also be 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 shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents. (Adopted April 10, 2013; Ordinance Number 12/13-76; Effective Date: July 1, 2013)

Legal Authority – Virginia Code § 22.1-253.13:1.D

Section 8-18.6. Agreement for postsecondary degree; counseling services for middle school students; dual enrollment courses encouraged subject to certain conditions. — A. The School Board will enter into an agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from the community college concurrent with a high school diploma. The agreement will specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

B. Beginning in the middle school years, students will be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities will include access to at least three Advanced Placement courses or three college-level courses for degree credit. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible.

C. Wherever possible, students will be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions: (i) Written approval of the high school principal prior to participation in dual enrollment must be obtained. (ii) The college must accept the student for admission to the course or courses. (iii) The course or courses must be given by the college for degree credits (no remedial courses will be accepted). (Adopted April 10, 2013; Ordinance Number 12/13-77; Effective Date: July 1, 2013)

Legal Authority – Virginia Code §§ 22.1-78, 22.1-253.13:1. (1950), as amended.

Article 19 Summer School

Section 8-19.1. Summer programs generally; repeat work—DELETED
(Adopted January 12, 1995; Revised March 12, 2009; Ordinance Number 08/09-34; Effective July 1, 2009; Deleted April 10, 2013; Ordinance Number 12/13-81; Effective Date: July 1, 2013)

Note: The 2013 revision deleted this section in its entirety. Subsection A provided, “Summer school programs shall be operated under the direction of the superintendent. Summer school shall be designed to enrich the education of students who so desire and to permit students to earn credits for graduation or promotion. 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 Standards of Learning Assessments if appropriate.” Subsection B

provided, "Credit for repeated work will ordinarily be granted on the basis as that for new work. However, with prior approval of the principal, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit credit. Students must meet the requirements for Standards of Learning Assessment if appropriate." In the 2009 amendment to Section 8-19.1, delete "equal quality" and insert "repeat work." In subsection A, insert the language, "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 Standards of Learning Assessments if appropriate." In subsection B, deleted the language in its entirety and inserted new language.

Legal Authority - Virginia Code §§22.1-70, 22.1-211 & 22.1-212 (1950), as amended.

Section 8-19.1:1. When summer school required; designed to improve specific identified student deficiencies; compliance can be sought.—A. The School Board shall develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk, including those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

B. 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 shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

C. 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 shall not be charged tuition. The School Board shall annually evaluate and modify, 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.

D. 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 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 shall be borne by the student's parent.

E. 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. Credit for repeated work will ordinarily be granted on the same basis as that for new work. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing if appropriate. Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

F. 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 January 15, 2004; Ordinance Number 03/04-10; Effective: July 1, 2004; Revised April 10, 2013; Ordinance Number 12/13-79; Effective Date: July 1, 2013)

Note: The 2013 revision deleted the former Section 8-19.1:1 and re-wrote this entire section.

Legal Authority: Virginia Code §22.1-253.13:1 (1950), as amended.

Section 8-19.1:2. When mandatory school attendance; no fees to be charged; report requirements.—DELETED (Adopted August 21, 2008, Ordinance Number 08/09-11; Effective: August 21, 2008; Deleted April 10, 2013; Ordinance Number 12/13-80; Effective Date: July 1, 2013)

Note: The 2013 revision deleted this section in its entirety. Subsection A provided, "Any student who fails all of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school or participate in another form of remediation. 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 designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined by the superintendent to be comparable to the required public school remediation program. The costs of such private school remediation program or special program shall be borne by the student's parent. Summer school instruction which is provided as part of a remedial program shall be designed to

improve specific identified student deficiencies.” Subsection B provided, “Students required to attend Suffolk Public Schools’ summer school program shall not be charged tuition.” Subsection C provided, “Suffolk Public Schools shall report to the Board of Education the number of students who successfully complete the objectives of remedial programs which they attended due to their performance on the Standards of Learning Assessments.”

Legal Authority – Virginia Code § 22.1-253.13:1 (1950), as amended.

Section 8-19.1:3. Compulsory attendance at remediation programs.—
DELETED (Adopted: October 9, 2008; Ordinance Number 08/09-15; Effective: October 10, 2008; Deleted April 10, 2013; Ordinance Number 12/13-78; Effective Date: July 1, 2013)

Note: 2013 revision deleted this section in its entirety. This section read “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 reasonable efforts 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.”

Legal Authority – Virginia Code §22.1-253.13:1 (1950), as amended.

Section 8-19.2. Fees for summer programs. — Summer school programs may be financed by fees as determined by the School Board. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-79 (1950), as amended.

Article 20

Extra Curricula and Curriculum Organizations

Section 8-20.1. Curriculum-related student organizations; equal access required; meetings of student organizations; faculty involvement; compliance with law and policy— A. Public school facilities are devoted primarily to instructional programs and school-sponsored activities. Curriculum-related student organizations are an extension of the regular school program. Their function is to enhance the participants' educational experience and supplement course materials. The activities of these organizations should bear a clear relationship to the regular curriculum.

B. Secondary school students may organize and conduct meetings of noncurriculum-related groups. Any secondary school which permits one or more noncurriculum-related student group to meet on school premises during noninstructional time will provide equal access to any students who wish to conduct a meeting without discrimination on the basis of the religious, political,

philosophical, or other content of the speech at such meetings. Noncurriculum-related student groups may use school facilities provided that (i) the group's meetings are voluntary and student-initiated; (ii) the group is not sponsored by the school, the government, or any government agent or employee; (iii) agents or employees of the school or government are present at religious meetings only in a nonparticipatory capacity; (iv) meetings do not materially and substantially interfere with the orderly conduct of educational activities at the school; and (v) nonschool persons do not direct, conduct, control, or regularly attend activities of the group.

C. The principal of each school will determine the times and places which are available for the meetings of student organizations. The principal will also develop procedures for scheduling meetings of student organizations. Meeting times will be limited to non-instructional time.

D. Curriculum-related student organizations must be sponsored and supervised by one or more school faculty members and approved by the principal. Faculty sponsors will participate in the supervision and direction of all activities of the organization and will attend all meetings and activities. Noncurriculum-related student organizations do not have a faculty sponsor. However, a member of the school's staff shall attend every meeting or activity of such organizations in a nonparticipatory capacity for purposes of general supervision. The organization is responsible for assuring the presence of a staff member for its meetings. No school employee will be compelled to attend a meeting of any student organization if the content of such meeting is contrary to the beliefs of that school employee.

E. Student organizations shall not engage in any activity which is contrary to law, division policy, or school rules; which disrupts or clearly threatens to disrupt the orderly operation of the school; or which would adversely affect the health, safety or welfare of any students or staff members. Failure to comply with these provisions shall be grounds for disciplinary action. (Adopted January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-82; Effective Date: July 1, 2013)

Note: The **2013** revision deleted the former Section 8-20.1, which read "Student organizations may be established and may operate in the school. Such organizations shall be permitted to meet on school premises during non-instructional time" and re-wrote this entire section.

Legal Authority - Equal Access Act, 20 U.S.C. §4071 *et. seq.*

Section 8-20.2. Curriculum related organizations. — DELETED
(Adopted January 12, 1995; Deleted June 13, 2013; Ordinance Number 12/13-83; Effective Date: July 1, 2013)

Note: The **2013** revision deleted this section which read "Curriculum related student organizations serve as an extension of the regular school curriculum. Their function is to enhance the participant's educational experience and supplement the course materials within the educational program of the schools. The activities of these organizations should bear a clear relationship to the regular

curricula. Student organizations meeting these criteria and approved by the principal will be deemed to be officially recognized school sponsored student organizations.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.3. Non-curriculum related organizations.—DELETED
(Adopted January 12, 1995; Deleted June 13, 2013; Ordinance Number 12/13-84;
Effective Date: July 1, 2013)

Note: The **2013** revision deleted this section which read, “Non-curriculum related student organizations must meet before or after the school day. Such organization must secure a faculty monitor who volunteers to serve in that capacity on a non-compensated basis. These organizations shall not use the name, colors or other attributes of any Suffolk Public School.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.4. Open membership in student organizations; must comply with regulations of Virginia High School League. — DELETED
(Adopted January 12, 1995; Deleted June 13, 2013; Ordinance Number 12/13-85;
Effective Date: July 1, 2013)

Note: The **2013** revision deleted this section in its entirety. Subsection A read, “Membership in all student organizations shall be open to and limited to all students currently in the sponsoring school on a volunteer basis. Student organizations must establish academic qualifications for memberships where necessarily related to the purposes of the organization. No student shall be denied membership on account of his or her race, color, national origin or religion.” Subsection B read, “All athletic, forensic, debating, public speaking, reading, spelling and school publication activities shall be conducted in strict accordance with the rules and regulations established by the Virginia High School League, except when additional stipulations are made by the School Board.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.5. Faculty Supervision. — DELETED (Adopted January 12, 1995; Deleted June 13, 2013; Ordinance Number 12/13-86; Effective Date: July 1, 2013)

Note: The **2013** revision deleted this section which read, “Curriculum related student organizations shall be sponsored and supervised by one or more of the members of the school faculty approved by the principal. Faculty sponsors shall participate in the supervision and direction of all activities of the organization and shall attend all meetings.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.6. Compliance with Law and Policy.—DELETED
(Adopted January 12, 1995; Deleted June 13, 2013; Ordinance Number 12/13-86;
Effective Date: July 1, 2013)

Note: The **2013** revision deleted this section which read, “Student organizations shall not engage in any activity which is contrary to law, School Board policy or school rules or which disrupts or clearly

threatens to disrupt the orderly operation of the school or which adversely affect the health, safety or welfare of any students or staff members. Student organizations shall comply with the purchasing policy of the School Board and may not extend the credit of School Board. Failure to comply with these provisions shall be grounds for revocation of the right to continue to conduct meetings under this policy.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.7. Student Responsibilities in Activities.—Any student running for office, appointed to office or accepting office in any school sponsored activity will represent the total student body of the school in which he or she is enrolled and will work with all students without regard for race, creed, color, gender or national origin. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.8. Interscholastic Activities encouraged; responsibility of principal.—A. Interscholastic activities are encouraged at the secondary school level by the School Board. The guiding principles for a successful program shall be to make available to as many students as possible a varied program of interscholastic sports and other activities through which students may develop their particular talents.

B. The School Board approves membership of its secondary schools in the Virginia High School League and requires that all interscholastic sports and contests be conducted under its rules and regulations subject to additional stipulations of the School Board. The principal of a secondary school shall be responsible for the administration and supervision of the program of interscholastic activities. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.9. Intramural activities.—Intramural sports and other such organized contest are encouraged for the elementary and secondary schools. The School Board will cooperate when feasible with the City’s Department of Parks and Recreation in its efforts to maintain worthy programs and various activities. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.10. Varsity sports.—Competitive sports of a varsity nature (schedule league games) are prohibited as part of the middle and elementary school program. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-20.11. Participation in extra-curricular activities generally; failure to achieve required grade point average; probationary status. — A. Students desiring to participate in any school related extra-curricular activity must meet the eligibility requirements of the Virginia High School League for participation in extra-curricular activities and must have a semester grade point average or a cumulative grade point average of not less than 2.00. The student must have achieved a 2.00 semester grade point average or must have achieved a cumulative grade point average of 2.00 immediately preceding the student's participation in any extra-curricular activity.

B. A student who has not achieved the required 2.00 semester grade point average or does not have a cumulative grade point average of 2.00 may attend summer school in an effort to obtain the required grade point average. Should the student achieve a 2.00 semester grade point average or should the student achieve a cumulative grade point average of 2.00 by attending summer school, the student will be considered eligible to participate in extra-curricular activities at the start of the fall semester.

C. A student who has not achieved a grade point average required in subsection A above but has achieved at least a 1.65 semester or cumulative grade point average immediately preceding the student's participation in any extra-curricular activity may for one (1) semester be granted probationary status and allowed to participate in any extra-curricular activity. The granting of probationary status shall be governed by guidelines adopted by the superintendent. (Adopted December 11, 1997)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Article 21

Student Publications and Public Performances by Students

Section 8-21.1. Interference with educational process prohibited; obscene, pornographic, etc. materials prohibited—A. Written expressions may not interfere with or disrupt the educational process. Students who edit, publish or distribute or print or duplicate material within a school must accept responsibility for the content for such publications.

B. No publication shall be permitted to be sold or distributed in the schools which contains language considered to be libelous, obscene, pornographic, a personal attack or language otherwise unacceptable which may invite violence or create disorder within the school. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-21.2. Participation in the community encouraged; participation in religious observances must comply with regulations.—A. The School Board encourages participation in the community by student groups and is of the opinion that student participation in the community including participation by student groups in religious activities contributes to the educational and cultural development of students.

B. The School Board is of the opinion that student participation in the community establishes good will in the community and fosters community support for public education. However, any participation by student groups in a religious ceremony observance and/or activity must be in accordance with the “regulations for student participation in religious ceremonies observance and/or activities” as adopted by the school administration. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Article 22 Adult Education

Section 8-22.1 Adult Basic Education Program. — 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 January 12, 1995; Revised June 9, 2016; Ordinance Number 15/16-82; Effective Date: July 1, 2016)

Note: The **2016** revision deleted Subsection A which read “The superintendent is authorized to offer an adult basic education program to those members of the community who have not successful the completed the eighth grade or higher.” Subsection B which read “The superintendent is authorized to offer a general education development program for adults who have earned a high school diploma and who wish to prepare for the general education development program examination. Additional educational programs for adults may be offered for high school credit.” And Subsection C which read “Tuition may be charged for any adult education course offering.” Inserted in its place the following language “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.”

Legal Authority - Virginia Code §§ 22.1-210, 22.1-225, 22.1-253.13:1 (1950), as amended.

Section 8-22.2. Evaluation of adult basic education program required.—Suffolk Public Schools shall annually evaluate its adult education programs, beginning July 1, 2000, by synthesizing data collected for other state and federal reports, and shall report the findings of the evaluation to the School Board, including the effectiveness and success of such programs in assisting adults in obtaining the general educational development (GED) certificate and high school diploma. (Adopted January 12, 1995)

Legal Authority – Virginia Code § 22.1-226 (1950), as amended.

Article 23

Grouping for Instruction and Class Size

Section 8-23.1. Flexibility required.—The grouping of students within individual schools for instructional purposes shall be based solely on (i) the best interest of the student; (ii) the educational level or achievement level of the student; (iii) the availability of space; (iv) the best educational climate for learning and (v) the student’s best chance for success. Grouping shall remain flexible in order to take advantage of the best educational research currently available. (Adopted January 12, 1995)

Legal Authority – Virginia Code §22.1-78 (1950), as amended.

Section 8-23.2. Class Size Ratios; Parent Notification Required; Middle and High School Ratios; Students in Virtual School Programs not Included.

A. Suffolk Public Schools will assign 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: (i) 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; (ii) 24 to one in grades one, two and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

B. 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.

C. In addition, Suffolk Public Schools shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

D. When determining the assignment of instructional and other licensed personnel for purposes of this policy, full-time students of approved virtual school programs are not included. (Adopted January 12, 1995; Revised October 13, 2016; Ordinance Number 16/17-17; Effective Date: July 1, 2017)

Note: The 2017 revision deleted the following language “Class sizes and student load per teacher shall be consistent with those acceptable under the accrediting requirements of the State Board of Education. New forms of school organizations and other innovations may govern the number of students assigned to a group” and rewrote the entire section.

Legal Authority – Virginia Code §§22.1-78 and 22.1-253.13:1 (1950), as amended.

Article 24 Instructional Material

Section 8-24.1. Authority of School Board to approve.—The School Board has the responsibility for the selection approval and use of instructional materials. Accordingly, the School Board will review and approve guidelines and procedures for the selection and evaluation of instructional materials. The superintendent and staff will review periodically the guidelines and procedures and present recommendations for changes to the School Board as needed. (Adopted January 12, 1995)

Legal Authority – Virginia Code §22.1-238 (1950), as amended.

Section 8-24.2. Textbooks selection and adoption; appointment of committee. — A. The School Board shall adopt textbooks subject to regulations of the State Board of Education. The State Board of Education adopts a multiple list of textbooks for each grade level and subject from which the School Board adopts textbooks for local use. The School Board may adopt books which are not on the State adopted list provided the selection is in accordance with specified guidelines.

B. Committees appointed by the School Board shall evaluate textbooks and make recommendations for adoption to the superintendent. The School Board shall adopt textbooks for local use based upon recommendations presented by the

superintendent. (Adopted January 12, 1995)

Legal Authority – Virginia Code §§22.1-238 to 22.1-253 (1950), as amended.

Section 8-24.3. Supplementary materials selection and adoption.—Materials selected for supplemental use must relate directly to the established objectives of the course or content area in which they are used. Selection and use will be accordance with policies and regulations established by the School Board. (Adopted January 12, 1995)

Legal Authority – Virginia Code §22.1-246 (1950), as amended.

Section 8-24.4 Reproduction and use of copyrighted materials; responsible for complying with copyright law; grounds for discipline.—A. The reproduction and use of copyrighted materials, including computer software, electronic materials, video tapes, compact discs, laser discs and other non-print materials, are controlled by federal law. In general, copyright owners have the exclusive right to use, reproduce, and modify their materials. Federal law does provide limited exceptions to this general rule which permit the reproduction and use of copyrighted materials in some circumstances. The superintendent or his/her designee is responsible for promoting an understanding of the applicable law among staff members and students.

B. Suffolk Public Schools encourages its staff and students to enrich the educational experience by making proper use of supplementary materials. However, each staff member and student is responsible for complying with copyright law and with any regulations or procedures developed by the Superintendent. Any employee or student who is uncertain as to whether reproducing or using copyrighted materials complies with the division procedures or is permissible under law should contact the Superintendent or his/her designee who will provide clarification and assist staff members and students in obtaining proper authorization to copy or use protected material when such authorization is required.

C. At no time will it be necessary for a staff member to violate copyright laws in order to properly perform his or her duties. At no time will it be necessary for a student to violate copyright laws in order to complete any assigned work. For staff members, violation of copyright laws or division requirements may result in discipline up to and including termination of employment. For students, violation of copyright laws or division requirements may result in discipline up to and including suspension or expulsion. (Adopted: September 8, 2011; Ordinance 11/12-8)

Legal Authority – Virginia Code § 22.1-78 (1950), as amended.

Article 25

School Media Centers

Section 8-25.1. Purpose of Media Center; primary responsibilities.—A. The primary function of a school’s media center is to enrich and support the educational program of the school. The center provides a wide range of materials with a diversity of appeal and the presentation of different points of view.

B. The primary responsibilities of the media center are (i) to provide materials that will stimulate the acquisition of factual knowledge and the development of literary appreciation, artistic values and ethical standards; (ii) to provide a source of information which when consulted may enable students to make informed judgments; (iii) to provide materials containing a wide range of views on controversial issues so that students may develop the practice of critical reading and thinking; and (iv) to provide materials representative of ethnic and cultural groups and their contributions to our American heritage. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-176 (1950), as amended.

Article 26

Field Trips

Section 8-26.1. Purpose of Field trips; educational value to be considered; transportation to be used.—A. Field trips may be used to extend the learning opportunities provided in the regular instructional program and to provide opportunities for competition for students in co-curricular and extra-curricular programs which is a valuable activity. Trips shall be approved by the superintendent or designee.

B. 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.

C. Only properly insured modes of transportation are to be used for school trips. Principals should insure that no student is denied participation on a field trip because of the expense of the trip. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-176 (1950), as amended.

Article 27
School Volunteers and Parent Participation

Section 8-27.1. Parental participation encouraged. — The School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for students. Parents and other community members should be involved as resources in the schools. Such activities should be coordinated by the principal at each school. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-27.1:1. Parent partnership recognized; Purpose of Policy Stated; Mutual Respect Required—A. The School Board recognizes that the education of children is a process that involves a partnership between a child’s parents, teacher, school administrators, and other school and school board personnel. The School Board recognizes that parental participation in their child’s educational process through parent/teacher conferences, classroom visitation, serving as a school volunteer, serving as a field trip chaperone, PTA participation, and other such service is critical to a child’s educational success. For that reason the School Board welcomes and encourages parental participation in the life of their child’s school.

B. However, from time to time parents and other visitors to schools and school district facilities will act in a manner that is disruptive of a school or other school district facility and which is threatening and/or intimidating to school and district employees. The purpose of this policy is to provide rules of conduct for parents, other visitors to schools, and school district employees which permit and encourage communication between parents, other persons, and school and district personnel concerning students or other matters and to encourage participation in school or district activities, while at the same time enabling the School Board to identify and deal with those behaviors which are inappropriate and disruptive to the operation of a school or other school district facility.

C. It is the intent of the School Board to promote mutual respect, civility, and orderly conduct among Suffolk Public School employees, parents, and the public. It is not the intent of the School Board to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the School Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions. (Adopted November 11, 1999; Ordinance Number 99/00-38)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-27.1:2. Expected Level of Behavior; Unacceptable Behavior; Parent Recourse.—A. Suffolk Public School employees will treat parents and other members of the public with courtesy and respect. Parents and other visitors to schools and school district facilities will also treat teachers, school administrators, other school staff, and Suffolk Public School employees with courtesy and respect.

B. Disruptive behavior include, but is not necessarily limited to, behavior which interferes with or threatens to interfere with the operation of a classroom, an employee’s office or office area, areas of a school or facility open to parents/guardians and the general public and areas of a school or facility which are not open to parents/guardians and the general public as well as any of the following: (i) using loud and/or offensive language, swearing, cursing, using profane language, or display of temper; (ii) threatening to do bodily or physical harm to a teacher, school administrator, school employee, or student regardless of whether or not the behavior constitutes or may constitute a criminal violation; (iii) damaging or destroying school or school board property; (iv) any other behavior which disrupts the orderly operation of a school, a school classroom, or any other school board facility; (v) abusive, threatening or obscene e-mail or voice mail messages.

C. Any parent who believes he or she was subject to unacceptable and/or disruptive behavior on the part of an employee of Suffolk Public Schools should bring such behavior to the attention of the employee’s immediate supervisor. (Adopted November 11, 1999; Ordinance Number 99/00-39)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-27.1:3. Authority of School Personnel; Authority to Deal with Persons Who Are Verbally Abusive; Abusive, Threatening, or Obscene E-Mail or Voice Messages.—A. Any individual who (i) disrupts or threatens to disrupt school or school district operations; (ii) threatens or attempts to do or does physical harm to school board personnel, students, or others lawfully on a school or school board premises; (iii) threatens the health or safety of students, school board personnel, or others lawfully on a school or school board premises; (iv) intentionally causes damage to a school, school board property, or property of others lawfully on a school campus or school board premises; (v) uses loud or offensive language; or who without authorization comes on a school or other school board facility may be directed to leave the premises. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary. If the offender threatens personal harm, the employee may contact law enforcement.

B. If any member of the public uses obscenities or speaks in a

demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the verbal abuse continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on a school or school board premises, any employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises. If the person refuses to leave the premises as directed, or if the employee is threatened with personal harm, the employee may contact law enforcement and request that law enforcement take such action as it deems necessary.

C. If any Suffolk Public School employee receives an e-mail or voice message which is abusive, threatening, or obscene, the employee is not obligated to respond to the e-mail or return the telephone call. The employee may save the message and contact the assistant superintendent for administration and pupil personnel services. If the message threatens personal harm, the employee may contact law enforcement. (Adopted November 11, 1999; Ordinance Number 99/00-40)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-27.2. Parental assistance with instruction.—Parents are encouraged to provide instructional assistance to their children in the home. Schools should provide opportunities for parent training about an instructional assistance for their children. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-253.13:7.D.5 (1950), as amended.

Article 28 Guidance Program

Section 8-28.1. Guidance programs offered; annual notification; confidentiality of information; career guidance required.—A. The School Board affirms that parents are the students' first teachers and that the public schools should serve to strengthen family and parental support. No student will be required to participate in any counseling program to which the student's parents object. For the purposes of this policy the following definitions apply:

(i) academic guidance - guidance which assists students and their parents to acquire knowledge of the curricula choices available to students to assist in academic growth and development, to plan a program of studies, to arrange and interpret academic testing, to seek post-secondary academic opportunities;

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(ii) career guidance - guidance which help students to acquire information and plan action about work, jobs, apprenticeships and post-secondary educational jobs by providing awareness in elementary school exploration and middle schools and preparation in high school;

(iii) personal/social counseling - counseling which assists a student to develop an understanding of themselves, to enhance their self-image, to understand the rights and needs of others, resolve conflict and to define I individual goals reflecting their interests, abilities and aptitudes. Such counseling may be provided either (i) in groups in which general issues of social development are addressed or (ii) through structured individual or small groups multi-session counseling which focuses on the specific concerns of the participant.

B. At least annually, parents shall be notified in writing about the academic and career guidance programs and the personal/social counseling programs which are available to students within Suffolk Public Schools. Parents will be advised concerning the purpose, general description of the programs, how parents may review materials to be used in the programs and procedurals by which parents may limit students' participation in the program. Information and records of personal/social counseling shall be kept confidential and separate and not disclosed to third parties without prior parental consent or as otherwise by law.

C. It shall be the policy of the School Board with respect to personal/social counseling that the parent will notify Suffolk Public Schools in writing if the student is not to participate in personal/social counseling programs. Suffolk Public Schools shall make available to students graduating from Suffolk Public Schools career guidance that will include information relative to all types of employment opportunities, including, but not limited to, apprenticeships, the military, education schools, and the teaching profession. (Adopted January 12, 1995; Revised June 16, 1996; Revised November 11, 1999; Ordinance Number 99/00-28)

Note: The 1999 revision to Section 8-28.1 added subsection D making career guidance mandatory for students graduating from Suffolk Public Schools. Career guidance is to include information relative to employment opportunities, including, but not limited to, apprenticeships, the military, education schools, and the teaching profession.

Legal Authority - Virginia Code §22.1-209 (1950), as amended.

Section 8-28.2. Certain counseling techniques prohibited; accurate records to be maintained.—A. 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 medication or clinical setting and focused on mental illness or psychopathology are prohibited.

B. Accurate and complete individual, permanent and cumulative student records will be maintained in each school. (Adopted January 12, 1995; Revised June 13, 1996)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-28.3. Notice to parents of certain educational opportunities.—Suffolk Public Schools shall notify students and their parents of the availability of advanced placement classes, 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. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-253.13:1 (1950), as amended.

Article 29 Homework

Section 8-29.1. Homework objectives; guidelines; superintendent may develop regulations.—A. The basic objective of homework is the reinforcement and application of previously learned concepts, principles and skills. Homework assignments should be structured to reinforce and apply that which has been introduced and explained in the classroom or for the purpose of independent study. Homework can provide 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. Homework should be an important tool in developing independent thought, self-direction and self-discipline.

B. The following are guidelines for homework assignments:

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 current classroom activities.
4. A student access to resource materials should be considered when making assignments.
5. Homework should be evaluated promptly and returned to the student. Effort and competency should be recognized
6. Teachers should seek to determine the causes if a student regularly fails to do assigned work.
7. Excessive 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.

C. The superintendent may develop regulations for the implementation of this policy. (Adopted January 12, 1995; Revised January 18, 2009; Ordinance Number 08/09-21; Effective Date: July 1, 2009)

Note: The **2009** revisions to Section 8-29.1 added "superintendent may develop regulations." In subsection B, paragraph 5, insert the language "Effort and competency should be recognized." Insert a new paragraph 7, with the language "Excessive homework should be avoided." and replace number s 7 and 8 with 8 and 9. Insert a new subsection C.

Legal Authority - Virginia State Board of Education Regulations, "Standards for Accrediting Public Schools in Virginia," Standard C, criterion #22.

Article 30 Acceleration

Section 8-30.1. Flexibility in scheduling; Students below 9th Grade; Parent may request grade be omitted.—The curriculum and schedule of elementary, middle and high schools shall provide 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 should be done with counseling based on evidence of ability, past scholastic achievement and cooperation of the individual student and his or her parents or

guardian.

B. 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 as 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.

C. 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 January 12, 1995; Revised October 13, 2016; Ordinance Number 16/17-16; Effective Date: July 1, 2017)

Note: The 2017 revision deleted the following language from Subsection A, "When an eighth grade student completes courses above his or her normal grade level, such courses shall be recorded on the student's high school transcript. A unit of credit will be awarded for the successful completion of such courses" and inserted subsections B and C.

Legal Authority - Virginia State Board of Education Regulations, "Standards for Accrediting Public Schools in Virginia Standard F."

Article 31 Grading

Section 8-31.1. Purpose of grading; student accountability—A. Grading should affect student achievement. Teachers are expected to evaluate the student's progress frequently with a variety of methods to obtain a sufficient number of grades on which to base a fair assessment of the student's work during the grading period.

B. Students shall be held accountable for all assignments before a student is given a grade. A teacher will check for understanding, review and/or re-teach when necessary and allow the student to practice. No grade should be given until the student's progress indicates that the class is ready for the mass retest. The principal will be the final authority at the building level for determining questionable grades. All students shall be given a copy of the grading policy at the beginning of each school year. (Adopted January 12, 1995; Revised July 11, 1996)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-31.2. Grading period; principal has final authority. — A.

The grading period shall be established on the official calendar by the School Board. At the end of each period a report shall be sent to each student's parent or guardian.

B. Principals will be the final authority in determining when a teacher may make an exception to the grading requirements. (Adopted January 12, 1995; Revised July 11, 1996)

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-31.3. Separate reporting required.—Separate reporting processes shall be used to report academic progress and behavior. Poor behavior shall not be used as a reason for reducing nor shall exemplary conduct be used as a factor in increasing a student's grade in academic work. (Adopted January 12, 1995; Revised July 11, 1996)

Legal Authority - Virginia Code §22.1-176 (1950), as amended.

Section 8-31.4. Assessment and grading defined; reporting student progress multi-faceted process; grading and assessment schedule to be established by superintendent.—A. *Assessment* is a specific process for identifying the type and extent of learning. It determines whether the learner has reached the target objective(s). It measures the degree of mastery of the identified skill or concept and identifies specific gaps or misunderstandings in learning.

Grading is the process of assigning value to learning. This process permits the ranking and comparing of segments of learning or ranking and comparing of learners.

Assessment and grading of student progress are based on the premise that students have diverse capabilities and individual patterns of growth and learning. Teachers and principals are responsible for developing instructional plans based on frequent and varied assessments of students' needs, abilities and progress. Assessment and grading activities should (i) reflect individual differences and rates of learning; (ii) address the unique needs of special population students; (iii) make adjustments for transitional periods in students' lives including elementary to middle and middle to high school; (iv) reflect expectations for student learning; (v) provide for student self-evaluation; (vi) encourage students to take an active role in setting goals and assessing progress; and (vii) foster a positive self-image for the student.

B. Reporting student progress to parents is a multi-faceted and ongoing process which may include conferences, report cards, progress reports, telephone calls, and notes. The assessment and grading process should (i) address academic achievement, social development, and effort; (ii) inform all participants about the purpose, philosophy, and procedures of the reporting system; and (iii) be easy to understand.

C. The school superintendent shall establish an assessment and grading

schedule for elementary, middle and high school grades that will adequately report student acquisition of basic skills, evidence of growth and academic achievement. (Adopted October 12, 2006; Ordinance Number 06/07-4; Effective Date: July 1, 2007)

Legal Authority: Virginia Code § 22.1-178 (1950), as amended.

Section 8-31.5. (DELETED IN ITS ENTIRETY)

Section 8-31.6. Semester grades for high school. — To determine the semester grade average each nine (9) weeks grade shall be added three times and the exam grade added one time with the total divided by seven (7). Term grades should be determined by averaging the semester grades. For example, 88 first semester, 94 second semester, total 182, 182 divided by 2 equals 91 which is the term grade. (Adopted January 12, 1995; Revised July 11, 1996; Ordinance Number 05/06-1; Revised August 11, 2005; Adopted: August 11, 2005; Effective Date: August 11, 2005)

Note: The 2005 revision of subsection 8-31.6, deleted the word “six (6)” and inserted nine (9)”; also deleted the word “twice” and insert “three times”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

**Article 32
Class Rank**

Section 8-32.1. Class rank determined; effect of repeat course; class rank. — A. In computing class rank of students the following procedures shall be used:

(i) Procedure for all courses: Each year's grade shall be given the indicated value: A = 4; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = .3; F = 0. Each indicated value for a year credit is to be recorded once. The values are to be totaled, divide the total value by the number of credits earned to obtain the cumulative grade point average. The division of the total is to be carried three (3) decimal places in obtaining the grade point average of the student.

(ii) Advanced placement, pre IB, IB, honors, and dual credit for graduating class of 2002 (Incoming Freshman Class) and thereafter:

Each year's grade shall be given at the value indicated below:

10 Point Grading Scale

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Effective with the 2011-2012 School Year

			<u>Point Value</u>		
<u>Letter Grade</u>	<u>Score Range</u>	<u>Progress Statements</u>	<u>General</u>	<u>Honors and Pre-International Baccalaureate (Pre-IB) + (0.5)</u>	<u>Advanced Placement, Dual Enrollment and International Baccalaureate (IB) + (1.0)</u>
A	100-93	Outstanding progress, superior work	4.0	4.5	5
A-	92-90		3.7	4.2	4.7
B+	89-87		3.3	3.8	4.3
B	86-83	Good, better than average progress	3.0	3.5	4
B-	82-80		2.7	3.2	3.7
C+	79-77		2.3	2.8	3.3
C	76-73	Average progress	2.0	2.5	3
C-	72-70		1.7	2.2	2.7
D+	69-67		1.3	1.8	2.3
D	66-63	Poor, but passing	1.0	1.5	2
D-	62-60		0.3	0.8	1.3
F	below 60	Unsatisfactory	0.0	0.0	0.0
I		Incomplete – work must be made up			

Example: 2 Advanced Placement Credits---Grade A 2x5 10

1 Honors Credit--Credit B	1x3.5	3.5
4 Other Credits--Credit A		<u>16</u>
Total Credits		29.5
Final Grade Point Average	29.5÷7	4.214

B. A student may repeat a course and the higher grade will be used in determining class rank. In the case of a sequential course, the lower level course must be taken and the student must earn a passing grade before the student is eligible to take a higher level course. If the student should decide to repeat a lower level course after having taken the higher level course, the lower level course grade will be used for computing class rank, even though the student may have earned a higher grade after repeating the lower level course.

C. Class rank is to be determined by assigning the highest average rank a number one (1); the second highest the rank of number two (2); etc. In cases where more than one student has the same numerical average, all students with that average will be given the same rank. The next highest average will assume the next rank position which will indicate the number of students having a higher rank.

Example:	Student No. 1	3.988	Rank 1
	Student No. 2	3.988	Rank 1
	Student No. 3	3.897	Rank 3
	Student No. 4	3.897	Rank 3

The student with the next highest average would have the rank of five (5) in the class indicating that there are four (4) students who ranked higher.

D. Students shall be ranked at the end of the first semester of the senior year. Only those high school credits earned through high school and any high school credits earned at the middle school level will be used in the ranking (i.e., a total of seven (7) semesters work and any high school credits earned in 8th grade.) In determining class rank, weighted points will be given for any advanced placement, pre IB, IB honors, and/or dual credit grades earned in another school division which correspond with weighted courses offered by Suffolk Public Schools.

E. To be considered a valedictorian or salutatorian, a student must have completed a minimum of two (2) regular semesters in Suffolk Public Schools prior to computation of class rank.

F. Class rank will be announced at the interim reporting period for the fourth nine weeks.

G. A student with a 3.000 average is to be considered an honor graduate.

H. Grade point averages will not be rounded. (Adopted January 12, 1995 – Ordinance #98/99/02; Revised: December 9, 2004; Ordinance Number 04/05-15; Effective Date: December 9, 2004; Ordinance Number 11/12-13;

Effective Date: September 9, 2011)

Note: The **2011** revision to Section 8-32.1 subsection A, subpart (i) inserted on lines 1, 2 and 3, A=3.7, B+ 3.3; B=3.0; B-=2.7; C+=2.0; C-=1.7; D+=1.3; D=1.0; D-=.3; Deleted subparts (ii) and (iii) in its entirety and replace with a new subparagraph (ii). In subsection D, line 2, inserted the words “high school” and delete in line 3 the words, “in 8th grade and inserted the words “at the middle school level”; insert the words “advanced placement, per IB, IB honors and dual credit for graduating class of 2012 (Incoming Freshman class) and thereafter. In subparagraph F, delete the language, “on the last day of the fifth six (6) weeks.” and inserted the language, “at the interim reporting period for the fourth nine weeks.”The **2004** revision of section 8-32.1 inserted the language to subparagraph B “In the case of a sequential course, the lower level course must be taken and the student must earn a passing grade before the student is eligible to take a higher level course. If the student should decide to repeat a lower level course after having taken the higher level course, the lower level course grade will be used for computing class rank, even though the student may have earned a higher grade after repeating the lower level course.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-32.2. Date for revealing class rank.—Students shall be ranked at the end of first semester of the senior year. Only those credits earned in grades nine (9) through first semester of grade twelve (12) will be considered in the ranking which would be a total of seven (7) semesters of work. High School courses taken at the middle school level shall be included in determining class rank. Class rank shall be revealed to all seniors at the interim reporting period for the (fourth) nine weeks. (Adopted January 12, 1995; Revised July 11, 1996; Revised September 8, 2011; Ordinance Number 11/12-13; Effective Date: September 9, 2011)

Note: The **2011** revision of Section 8-32.2, deleted the words “Ninth grade” in line 4 and inserted the words “High School”; deleted the words in line 5, “eight grade” and inserted the words “middle school; and in line 6, deleted the words “after February 1” and inserted the words “at the interim reporting period for the (fourth) nine weeks.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-32.3. Honor graduate defined. — A. student with a 3.000 or higher cumulative grade point average and pursuing either a standard or advanced standard diploma is considered an honor graduate. (Adopted January 12, 1995; Revised July 11, 1996; Revised: December 9, 2004; Ordinance Number 04/05-14; Effective Date: December 9, 2004)

Note: The **2004** revision of subsection 8-32.3 inserted the words “or higher cumulative grade point” and “pursuing either a standard or advanced standard diploma.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Article 33

Section 8-33.2. Alternative programs; retention decision; parental conference required; appeal to School Board.—A. Promotion or retention for a student enrolled in an alternative program must be documented by a written rationale in lieu of satisfying the criteria. Consideration will be given to the growth that the student has made as well as the achievement level.

B. If a decision to retain is made a parental conference with the principal will be held to inform the parents of the decision and to explain the rationale for retention. Should the parent disagree with the decision, the parent may appeal the decision to the superintendent. In cases of appeal, the superintendent has the authority to reverse the decision. If the retention is upheld by the school superintendent, parents have the right to appeal to the School Board. (Adopted January 12, 1995; Revised: June 10, 2014; Ordinance Number 14/15-1; Effective July 10, 2014)

Note: The 2014 amendment deleted the word “may” in subparagraph B, line 4 and inserted the following language “has the authority to” and also deleted the following language after the word “decision” “only if procedural errors have been made. Parents have the final appeal to the School Board.” The following language was also added to subparagraph B, “If the retention is upheld by the school superintendent, parents have the right to appeal to the School Board.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-33.3. SOL Tests; standard units of credit; verified units of credit; three member review panel created; limited proficiency in English exemption; student with disabilities exception.—A. In kindergarten through eighth grade, where Standards of Learning (SOL) Tests are required by the Board of Education, each student is expected to take the SOL tests. Students who are accelerated take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction. No student takes more than one test in any content area in each year. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

The student’s respective grade, and the test results shall be part of a multiple set of criteria used determining the promotion or retention of students. In addition, each student in middle and secondary school shall take all applicable end-of-course SOL tests. Students who successfully complete the requirements of the course and achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students may also be awarded a locally verified credit guided by a division-based committee convened to make such determinations.

B. Each student in middle and secondary school will take all applicable

end-of-course SOL tests following course instruction. Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education and as described below. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

C. The standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of 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 for herein.

D. Upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The superintendent by regulation shall determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record. Suffolk Public Schools may award 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 (i) pass the high school course and not pass the related Standards of Learning test; (ii) take the Standards of Learning test at least twice; (iii) score within a 375-399 scale score range on any administration of the Standards of Learning test; and (iv) demonstrate achievement in the academic content through the appeal process described below.

A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described herein. A student may also earn a verified unit of credit by the following methods: (1) in accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education; (2) upon waiver of the 140-clock-hour requirement according to the Board of Education's Guidelines for Graduation Requirements; (3) Local

Alternative Paths to Standard Units of Credit as provided for in this Policy; and (4) 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.

E. In addition to verified credits in science and history/social sciences, Suffolk Public Schools 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.

F. All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

G. Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

H. The School Board awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education, and meet such other requirements as are prescribed by the School Board and approved by the Board of Education. (Adopted January 12, 1995; Revised June 14, 2001, Effective date: July 1, 2001; Ordinance Number 00/01-15; Revised November 21, 2002, Effective date: July 1, 2002; Ordinance Number 02/03-4; Effective July 1, 2003; Revised March 12, 2009; Ordinance Number 08/09-35; Effective July 1, 2009; Revised July 10, 2014; Ordinance Number 14/15-1; Effective July 10, 2014; Revised October 13, 2016; Ordinance Number 16/17-15; Effective Date July 1, 2017)

Note: The 2017 revision Subsection A, which read, "In kindergarten through eighth grade, where Standards of Learning (SOL) Tests are administered each student shall take the SOL tests" was revised to read, "In kindergarten through eighth grade, where Standards of Learning (SOL) Tests are required by the Board of Education, each student is expected to take the SOL tests. Students who are accelerated take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction. No student takes more than one test in any content area in each year. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. The following language was deleted from Subsection A, "Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade." Subsections B, C, E, and H were also added. The following language was added to

Subsection D, “Suffolk Public Schools may award 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 (i) pass the high school course and not pass the related Standards of Learning test; (ii) take the Standards of Learning test at least twice; (iii) score within a 375-399 scale score range on any administration of the Standards of Learning test; and (iv) demonstrate achievement in the academic content through the appeal process described below. A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described herein. A student may also earn a verified unit of credit by the following methods: (1) in accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education; (2) upon waiver of the 140-clock-hour requirement according to the Board of Education’s Guidelines for Graduation Requirements; (3) Local Alternative Paths to Standard Units of Credit as provided for in this Policy; and (4) 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. The following language was deleted from Subsection F, formerly Subsection C, “Participation in SOL testing by students identified as limited English proficient will be guided by a school-based committee convened to make such determinations.” The following language was also deleted from Subsection G, “Students with disabilities for whom participation in the SOL testing program is deemed inappropriate according to their IEP or 504 plan shall be expected to demonstrate proficiency on an alternative assessment prescribed by the Board of Education in accordance with federal laws and regulations beginning with the school year 2000-2001.” The **2014** amendment inserted the word “when” in line four after the word “used.” Also inserted the language, “Students may also be awarded a locally verified credit guided by a division-based committee convened to make such determinations” at the end of subparagraph A. In subparagraph D deleted the following language “In kindergarten through eighth grade, LEP students may be granted a one-time exemption from SOL testing in each of the four core areas.” The **2009** amendment to this section deleted “literacy test requirement.” and in subsection A, line 1, deleted “Each student at grades 3, 5, and 8” and inserted “In kindergarten through eighth grade, where Standards of Learning (SOL) Tests are administered, each student”, deleted the word “assessment” and inserted the word “tests.”, deleted the words “for the” and inserted the word “The”.Line 5, deleted “for the purpose” and “whether to advance or retain” and inserted the words “the promotion or retention of”, deleted the words “in those grades.” Line 7, inserted the words” successfully complete the requirements of the course and”. In subsection C, deleted the language in its entirety and inserted new language. Deleted subsection D in its entirety. Deleted subsection E and replaced with a new subsection D and inserted the language “Participation in SOL testing by students identified as limited English proficient (LEP) will be guided by a school-based committee convened to make such determinations. In kindergarten through eighth grade, LEP students may be granted a one-time exemptions from SOL testing in each of the four core areas.” Deleted the language, Limited English proficient students, as identified by a committee designated to make such determinations, may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8.” Deleted subsection F in its entirety. The **2003** amendment to this section deleted the following in the second paragraph of subsection B: “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”; and added subsections C and D, and changed former subsection C to E and former D to F.

Legal Authority - Virginia Code §22.1-253.13:1 (1950).

Section 8-33.3:1. Remediation efforts explained; alternate means for remediation. — A. Suffolk Public Schools shall implement programs of prevention intervention or remediation for students who are educationally at risk,

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including those who fail to pass 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.

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 participate in another form of remediation. The superintendent shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition.

B. 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 designee, and is either (1) 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 other special remediation program shall be borne by the student's parent.

C. Targeted mathematics remediation and intervention will be 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. (Adopted August 21, 2008, Ordinance Number 08/09-9; Effective: August 21, 2008; Revised June 9, 2016; Ordinance Number 15/16-83; Effective Date: July 1, 2016)

Note: The **2016** revision revised Subsection A which read "Suffolk Public Schools shall implement programs of prevention intervention or remediation for students who are educationally at risk, including those who fail to pass 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 required for the student's graduation" to read "Suffolk Public Schools shall implement programs of prevention intervention or remediation for students who are educationally at risk, including those who fail to pass 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." Also revised subparagraph 2, of Subsection A which read "Any student who passes 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" to read "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." And also revised subparagraph 3 of Subsection A which read "Any student who fails of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school program or participate in another form of remediation. Such summer school program or other form

of remediation shall be chosen by the school division to be appropriate to the academic needs of the student” to read “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 participate in another form of remediation.” This revision also added the following additional language to subparagraph 2, of Subsection A “The superintendent shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition.” And a new Subsection C was also added.

Legal Authority – Virginia Code § 22.1-253.13:1 (1950), as amended.

Section 8-33.3:2. Remediation in instruction; what must be included.—

A. In designing the division remediation programs required by the Standards of Quality the School Board shall annually evaluate and modify, 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.

B. The program shall include, when appropriate, 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 required for the student’s graduation. Such students shall be provided appropriate remediation activities. (Adopted: October 9, 2008; Ordinance Number 08/09-13; Effective: October 10, 2008)

Legal Authority – Virginia Code § 22.1-253.13:1 (1950), as amended.

Section 8-33.3:3 Reporting requirement.—As required by state law and regulations promulgated by the State Board of Education, the School Board will annually report the following information to the Board of Education pertaining to students eligible for remediation: (1) The number of students failing a state-sponsored test required by the Standards of Quality or Standards of Accreditation; (2) A demographic profile of students attending state-funded remedial programs; (3) The academic status of each student attending state-funded remedial programs; (4) The types of instruction offered; (5) The length of the program; (6) The cost of the program; (7) The number of un-graded and disabled students, and those with limited English proficiency; (8) As required, the pass rate on Standards of Learning assessments; and (9) The percentage of students at each grade level who have met their remediation goals. (Adopted August 21, 2008, Ordinance Number 08/09-12; Effective: August 21, 2008)

Legal Authority — Virginia Code § 22.1-253.13:1 (1950), as amended.

Section 8-33.4. Parental notification; when evaluations by teacher and principal required; retention appeals.—Parents shall be notified on the student’s report card, by the principal and teacher beginning at the end of the second marking period if the student is being recommended for retention. Specific reasons for the possible retention shall be documented on the report card and given to the parent.

B. When a student has been consistently retained, the student’s educational progress should be assessed by the teacher and principal and the student recommended for individual testing and placement if deemed appropriate.

C. All retention appeals must be submitted in writing within ten days after the last teaching day of the school year. In cases of appeal, the superintendent has the authority to reverse the decision. If the retention is upheld, parents have the right to appeal to the School Board. (Adopted May 8, 2003; Ordinance Number 02/03-17; Effective: July 1, 2003; Revised: July 10, 2014; Ordinance Number 14/15-1; Effective: July 10, 2014)

Note: The 2014 amendment inserted the following language in subparagraph C, “In cases of appeal, the superintendent has the authority to reverse the decision. If the retention is upheld, parents have the right to appeal to the School Board.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-33.5. Parental notification required.—Parents shall be notified on the student’s report card by the principal and the teacher no later than the end of the fourth marking period that the child is being. Specific reasons for the retention shall be documented on the cumulative record and given to the parent. (Adopted January 12, 1995; Revised July 10, 2014; Ordinance Number 2014/2015-1; Effective July 10, 2014)

Note: The 2014 amendment inserted the following language in line 3, “child is being,” and deleted the following language “considered for retention” and also added the word “retained.”

Legal Authority - Virginia Code §22.1-78 (1950), as amended.

Section 8-33.6. Purging of middle school grades. — The school superintendent is hereby granted the authority to develop regulations for purging grades for middle school students taking high school credit-bearing courses. (Adopted: February 10, 2005; Ordinance Number 04/05-20; Effective Date: February 10, 2005)

Legal Authority - Virginia Code §22.1-253.13:3 (1950), as amended

Section 8-33.7 Student acceleration; Students below ninth grade; High school course taken in middle school. — A. 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.

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

C. In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent. (Adopted June 9, 2016; Ordinance Number 15/16-84; Effective Date: July 1, 2016)

Legal Authority – Virginia Code § 22.1-78 (1950); as amended.

Article 34 Graduation

Section 8-34.1. Graduation requirements; basic requirements; sequential electives required; standard and verified units of credit required.—A. Suffolk Public Schools shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who (i) earn the units of credits prescribed by the Board of Education; (ii) pass any prescribed tests; and (iii) meet such other requirements as prescribed by the Suffolk City School Board.

B. Each student who receives a diploma shall have demonstrated basic skill competency in each of the following areas: (i) functional literacy in communication skills, including reading, writing, and speaking; (ii) basic skills in mathematical concepts and computations (at or above the level of Algebra I); (iii) proficiency in the use of computers and related technology and scientific concepts and processes from at least two disciplines; (iv) essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics and personal finance, 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; (v) fine arts, which may include, but need not be limited to, music and art, and practical arts; (vi) knowledge and skills needed to qualify for further education and employment, or in the case of children with disabilities,

to qualify for appropriate training; and (vii) provide service to the community, and (viii) development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

C. The school superintendent shall further develop regulations setting forth the graduation requirements consistent with the Code of Virginia and regulations promulgated by the State Board of Education. (Adopted January 12, 1995; Revised December 11, 1997; Ordinance Number 97/98-17; Revised April 14, 2005; Ordinance Number 04/05-23; Effective: April 14, 2005; Revised May 14, 2012; Ordinance Number 11/12-16; Effective: July 1, 2012)

Note: The **2012** revisions to §8-34.1, insert in subsection (A), line 5, insert the letter “s” to the word “credit” and insert “and (iii). Line 7, delete the words “basic skill”. Line 10, insert the language “(at or above the level of Algebra I)”; line 11, insert the language “from at least two disciplines; line 13 insert the language “personal finance; line 19, insert the language, “(vii) provide service to the community, and (viii).” Delete subsection C in its entirety and replace with a new subsection C. Delete subsections D through J in its entirety. The **2005** revision deleted §8-34.1 in its entirety and adopted a new §8-34.1

Legal Authority—Virginia Code §§22.1-253:13:1; 22.1-253.13:3, 22.1-253.13:4 and 8 VAC 20-131-50

Section 8-34.2. Awards for exemplary performance.—A. Students who complete the requirements for a standard diploma with an average grade of “B” or better in the required courses will receive a Board of Education seal on the diploma.

B. Students who complete the requirements for an advanced studies diploma with an average grade of ”B” or better and successfully complete at least one (1) advance placement course “AP” for one (1) college level course for credit will receive a governor’s seal on the diploma.

C. Students may receive other seals or awards for exceptional academic, vocational, citizenship or other exemplary performance in accordance with criteria set by the School Board. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-253:13:4 (1950), as amended.

Section 8-34.3. Students completing graduation requirements in summer school; completion of 12th grade English and Government required.

— A. Students completing graduation requirements in a summer school accredited under these standards shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two (2) schools.

B. In order for a student to earn a standard or advanced studies diploma from Suffolk Public Schools a student must (i) complete Twelfth grade English and Government at one of the high schools of Suffolk Public Schools and (ii) have successfully completed one full semester of study in Suffolk Public Schools.

C. Any student that does not satisfy the requirement set forth in subsection B above, must petition the last school attended to award a diploma. (Adoption January 12, 1995; Revised April 3, 2003; Effective: July 1, 2003)

Note: The 2003 revisions added subsections B and C.

Legal Authority - Virginia Code §22.1-253.13:4 (1950), as amended.

Section 8-34.4. Other diplomas and certificates awarded.— Students who complete a prescribed course of study as defined by the School Board but who do not qualify for standard or advanced studies diploma may be awarded a Special Diploma, Certificate of Program Completion, General Education Development Certificate (GED) or a General Achievement Diploma. (Adopted January 12, 1995; Revised: May 12, 2005; Ordinance Number 04/05-26; Effective Date: May 12, 2005)

Note: The 2005 revision deleted the word “shall” and inserted “may” on line 3 and deleted the words “one of the following : career studies diploma, preparatory studies certificate or a certificate of achievement by the School Board and inserted “Special Diploma, Certificate of Program Completion, General Education Development Certificate (GED) or a General Achievement Diploma.

Legal Authority - Virginia Code §22.1-253.13:4 (1950), as amended.

Section 8-34.5. Eligibility for an International Baccalaureate Diploma.—Students who complete honors, advanced placement college level or courses required for an International Baccalaureate Diploma shall be deemed to have completed the requirements for graduation under these standards provided they have passed the end of course test required to earn verified credit as required of students earning either a standard or an advance studies diploma or in the case of a complete international baccalaureate diploma, the number of verified credits required for an advance studies diploma. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-253.13:4 (1950), as amended.

Article 35

Awards

Section 8-35.1. Honor roll; recognition of outstanding merit; scholarship; other awards—A. The recognition of grading period academic achievement by students shall be coordinated through uniform rules and regulations established by the superintendent.

B. Students should be recognized for outstanding individual and group accomplishments. Such recognition shall be subject to limitations stipulated by the principal.

C. Students shall be encouraged to apply for and may be recognized for receiving college and special scholarships. Such recognition shall be subject to limitations stipulated by the principal.

D. Other individual and/or group student awards shall be subject to rules and regulations established by the principal with approval of the superintendent. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-70 (1950), as amended.

Article 36

Contest

Section 8-36.1. Contest must support instructional programs; contest outside the schools. — A. All contests conducted must support the instructional programs approved for the student or must be judged by the principal to be a worthy educational experience for the students involved.

B. Contests or other activities involving participation by students or the granting of awards or prizes to students which are sponsored by agencies outside of the schools shall not be announced, promoted or permitted within the school unless approved by the superintendent. The superintendent shall approve only such contest or other activities as will be of educational value to the participating students and shall not approve any activity being promoted for purely commercial purposes. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-293 (1950), as amended.

Article 37

Testing Programs

Section 8-37.1. Standardized testing permitted; Disclosure of Race etc. not required. — A program of standardized testing prescribed by the Department of Education is administered annually. Standardized tests administered according to state and local directives In addition to this testing program, school personnel may use teacher made and other test to meet specific needs within Suffolk Public Schools.

B. 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 January 12, 1995; Revised June 9, 2016; Ordinance Number 15/16-85; Effective Date: July 1, 2016)

Note: The 2016 revision revised Subsection A which read “A program of standardized testing prescribed by the State-Department of Education shall be administered annually in-accordance with state and local directive” to read “A program of standardized testing prescribed by the Department of Education is administered annually.” This revision also added Subsection B.

Legal Authority - Virginia Code §22.1-253.13:4 (1950), as amended.

Article 38

Evaluation of Instructional Programs

Section 8-38.1. Required by School Board; involvement by school staff; report required.—A. The School Board is committed to the ongoing evaluation of the instructional program within Suffolk Public Schools. This evaluation is essential to the continuing provision of high quality education services and the School Board shall be regularly informed of such assessment results.

B. The administration is charged with involving the entire school staff in a continuous program of curriculum studies encompassing all aspects of instructional activity within Suffolk Public Schools.

C. The administration shall report to the School Board the identified needs and progress in the provision of education opportunities designed to meet the needs, interests and expectations of all students. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-253.13:5 (1950), as amended.

Article 39

Teaching About Controversial Issues

Section 8-39.1. Rights of Students; Roll of Instructional personnel; responsibility of principal. —A. To provide effective education for citizenship it must be recognized that many areas of student study involve issues on which different positions are held by various citizens and groups. In considering such issues a student shall have the following rights: (i) to study any controversial issue which is of political, economic or social significance and which is within the knowledge, maturity and competence of the student and which does not conflict with the regulations of the State Board of Education or School Board policy; (ii) to study under competent instruction in an atmosphere of freedom from bias and prejudice and (iii) to develop and express any reasonable way his or her own opinions on controversial issues without jeopardizing the student’s position in the school.

B. The roll of the instructional personnel in the presentation of controversial issues is vitally important. All sides to controversial issues should

be given in a fair manner to students. In this way students may be taught to think clearly on all matters of importance and to make their own decisions in an objective manner at the review to all materials that may be presented with respect to a particular issue. Indoctrination shall not be a policy of the School Board.

C. Principals shall make certain that literature of a partisan, sectarian or controversial nature is not distributed in the schools for reasons other than academic pursuit. (Adoption January 12, 1995)

Legal Authority - Virginia Code §22.1-293 (1950), as amended.

Section 8-39.2. Complaint procedure.—The School Board shall provide channels of communication for citizens to express their concerns about instructional materials and procedures to handle complaints. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-253.13:7 (1950), as amended.

Article 40

Religion in Schools

Section 8-40.1. Policy stated; neutrality required.—A. In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of the School Board that Suffolk Public Schools (i) shall assume no roll or responsibility for the religious training of any student and (ii) shall in no way become involved in the religious belief, disbelief or doubt of any student.

B. This requirement of neutrality need not preclude nor hinder the schools in educating students to be tolerant and respectful of religious diversity and to advance the student's knowledge and appreciation of the world that religion has played in the social, cultural and historic development of civilization. (Adopted January 12, 1995)

Legal Authority – United States Constitution Amendment I. Virginia Code §22.1-78 (1950), as amended.

Section 8-40.2. School ceremonies and observances.—The School Board recognizes the following:

(1) Religious heritages and their histories, art symbols and tenants may properly be included with any 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 discouraged nor shall any form of religious

indoctrination or exercise including prayers be conducted by Suffolk Public Schools or its employees during school hours (the baccalaureate service is traditionally religious in nature, and it should be sponsored by agencies separate from Suffolk Public Schools).

(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 curricula unit and should be simply staged and costumed.

(5) In response to class questions and assignments, students are free to initiate expressions of religious beliefs or non-belief through compositions, art forms, music, speech and debate.

(6) Student groups sponsored by the division shall not perform as a 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 writings, music and art) will be meet with their building principal at the outset of the academic year. The purpose of this meeting is to place such programs in appropriate instructional contact and to establish any mutual dialogue for selecting, planning and designing these programs.

(8) At the discretion of the administration the statement of purpose may be distributed at school programs and performances which include materials of religious origin. The form of such a statement should be substantially as follows:

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 Suffolk Public Schools does not endorse any form of religious belief or systems denying or objecting to the belief. Nor does it intend to despair any such belief. (Adopted January 12, 1995)

Legal Authority - United States Constitution Amendment I. Virginia Policy §22.1-78 (1950), as amended

Section 8-40.3. Religious recruitment on school property.—No person shall be allowed to recruit students for a religious purpose or organization on school property during school hours or at school sponsored activities. (Adopted January 12, 1995)

Legal Authority - United States Constitution Amendment I. Virginia Code §22.1-78 (1950), as amended

Section 8-40.4. Exemptions from required instruction.—If the religious belief and teachings of a student or his/her parent 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. (Adopted January 12, 1995)

Legal Authority - United States Constitution Amendment I. Virginia Code §22.1-78 (1950), as amended

Section 8-40.5. Student absences and excuses.—All students are expected to attend school for all days of the established school calendar as approved annually by the School Board and in compliance with the Virginia School Attendance Law. When requested by the parent or guardian a student will be excused for observance of religious holidays. Such absences will not be considered in violation of the attendance policy. (Adopted January 12, 1995)

Legal Authority - United States Constitution Amendment I. Virginia Code §22.1-78 (1950), as amended.

Article 41 Copyright Policy

Section 8-41.1. Statement of policy; fair use doctrine explained.—A. The School Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or the unauthorized use of audio visual or printed materials and computer software, unless the copying or use of such materials conforms to the *fair use* doctrine.

B. Under the *fair use* doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. (Adopted March 14, 2002; Ordinance Number 01/02-02).

Legal Authority – Virginia Code §22.1-78 (1950), as amended

Section 8-41.2. Single copies permitted in certain instances; limitation on copying whole work; economic loss consideration. — A. School board employees may make single copies of the following for use in research, instruction or preparation for teaching: (i) book chapters; (ii) articles from periodicals or newspapers; (iii) short stories; (iv) essays or poems; (v) charts, graphs diagrams, drawings, cartoons or (vi) pictures from books, periodicals, or newspapers.

B. In most circumstances, copying the whole of a work cannot be considered fair use, but copying a small portion may be permissible if done in accordance with regulations promulgated by the superintendent.

C. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain material can be an infringement, and making multiple copies present the danger of greater penalties. (Adopted March 14, 2002; Ordinance Number 01/02-02)

Legal Authority – Virginia Code §22.1-78 (1950), as amended.

Section 8-41.3. Superintendent to develop regulations; employee compliance required. —A. The school superintendent shall develop regulations to ensure compliance with federal copyright law.

B. While the School Board encourages its employees to enrich learning programs through the use of supplementary materials, it is the responsibility of school board employees to comply with all copyright laws, rules and regulations. The School Board cannot be responsible for any violation of copyright law by school board employees. (Adopted March 14, 2002; Ordinance Number 01/02-02)

Legal Authority – Virginia Code §22.1-78 (1950), as amended.

Article 42 Home Instruction

Section 8-42.1 Definitions.—For the purpose of this policy, “parent” means any parent, guardian, legal custodian or other person having control or charge of a child. (Adopted: May 12, 2005; Ordinance Number 04/05-22; Effective Date: July 1, 2005; Revised June 9, 2016; Ordinance Number 15/16-86; Effective Date: July 1, 2016)

Note: The 2016 revision revised this Section which read “For the purpose of this policy, “parent” means the biological parent or adoptive parent, guardian or other person having control or charge of a child” to read “For the purpose of this policy, “parent” means any parent, guardian, legal custodian or other person having control or charge of a child.”

Legal Authority—Virginia Code § 22.1-254.1 (1950), as amended.

Section 8-42.2 Declaration of Policy; requirements for home instruction.—A. The Suffolk City School Board recognizes that when the requirements of Virginia Code §22.1-254.1 (1950), as amended, are complied with, instruction of children by their parents is an acceptable form of education under the policy of the Commonwealth of Virginia.

B. Any parent of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth

birthday may elect to provide home instruction in lieu of school attendance if he (i) holds a baccalaureate degree in any subject from an accredited institution of higher education; or (ii) is a teacher of qualifications prescribed by the Board of Education; or (iii) has enrolled the child or children in a correspondence course approved by the Superintendent of Public Instruction; or (iv) provides a program of study or curriculum which, in the judgment of the division superintendent, includes the standards of learning objectives adopted by the Board of Education for language arts and mathematics and provides evidence that the parent is able to provide adequate education for the child. (Adopted: May 12, 2005; Ordinance Number 04/05-22; Effective Date: July 1, 2005)

Legal Authority—Virginia Code § 22.1-254.1 (1950), as amended.

Section 8-42.3. Notification requirement.—Any parent who elects to provide home instruction in lieu of school attendance shall annually notify the division superintendent by no later than August 15 of the parent’s intention to so instruct the child and provide a description of the curriculum to be followed for the coming year and evidence of having met one of the criteria for providing home instruction as set forth in state law. Any parent who moves into the school division or begins home instruction after the school year has begun shall notify the superintendent of the parent’s intention to provide home instruction as soon as practicable and shall comply with the requirements of this policy within thirty days of such notice. The superintendent shall notify the Superintendent of Public Instruction of the number of students in the school division receiving home instruction. (Adopted: May 12, 2005; Ordinance Number 04/05-22; Effective Date: July 1, 2005; Revised June 9, 2016; Ordinance Number 15/16-87; Effective Date: July 1, 2016)

Note: The **2016** revision revised this Section which read “Any parent who elects to provide home instruction in lieu of school attendance shall annually notify the division superintendent by no later than August 15 of his intention to so instruct the child and provide a description of the curriculum to be followed for the coming year and evidence of having met one of the criteria for providing home instruction as set forth in state law. Any parent who moves into the school division or begins home instruction after the school year has begun shall notify the division superintendent of his the intention to provide home instruction as soon as practicable and shall comply with the requirements of this policy within thirty days of such notice. The division superintendent shall notify the Superintendent of Public Instruction of the number of students in the school division receiving home instruction” to read “Any parent who elects to provide home instruction in lieu of school attendance shall annually notify the division superintendent by no later than August 15 of the parent’s intention to so instruct the child and provide a description of the curriculum to be followed for the coming year and evidence of having met one of the criteria for providing home instruction as set forth in state law. Any parent who moves into the school division or begins home instruction after the school year has begun shall notify the superintendent of the parent’s intention to provide home instruction as soon as practicable and shall comply with the requirements of this policy within thirty days of such notice. The superintendent shall notify the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.”

Legal Authority—Virginia Code § 22.1-254.1 (1950), as amended.

Section 8-42.4. Evidence of progress required; failure to provide evidence of progress grounds for placement on probation. —A. A parent who elects to provide home instruction to a child who is over the age of six as of September 30 of the school year shall provide the superintendent by August 1 following the school year in which the child has received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine on a nationally normed standardized achievement test or an equivalent score on the ACT, SAT or PSAT test or (ii) an evaluation or assessment which the ~~division~~ superintendent determines to indicate that the child is achieving an adequate level of educational growth and progress, including but not limited to: (a) an evaluation letter from a person licensed to teach in any state, or a person with a master's degree or higher in an academic discipline, having knowledge of the child's academic progress, stating that the child is achieving an adequate level of educational growth and progress; or (b) a report card or transcript from a community college or college, college distance learning program or home-education correspondence school.

B. In the event that evidence of progress as required in this subsection is not provided by the parent, the home instruction program for that child may be placed on probation for one year. Parents shall file with the division superintendent evidence of their ability to provide an adequate education for their child and a remediation plan for the probationary year which indicates their program is designed to address any educational deficiency. Upon acceptance of such evidence and plan by the division superintendent, the home instruction may continue for one probationary year. If the remediation plan and evidence are not accepted or the required evidence of progress is not provided by August 1 following the probationary year, home instruction shall cease and the parent shall make other arrangements for the education of the child which comply with Virginia Code §221.-254 (1950), as amended. (Adopted: May 12, 2005; Ordinance Number 04/05-22; Effective: July 1, 2005; Revised June 9, 2016; Ordinance Number 15/16-88; Effective Date: July 1, 2016)

Note: The **2016** revision revised Subsection A which read “A parent who elects to provide home instruction to a child who is over the age of six as of September 30 of the school year shall provide the division superintendent by August 1 following the school year in which the child has received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine on a battery of achievement tests which have been approved by the Board of Education for use in the public schools (ii) an evaluation or assessment which the division superintendent determines to indicate that the child is achieving an adequate level of educational growth and progress” to read “A parent who elects to provide home instruction to a child who is over the age of six as of September 30 of the school year shall provide the superintendent by August 1 following the school year in which the child has received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine on a nationally normed standardized achievement test or an equivalent score on the ACT, SAT or PSAT test or (ii) an evaluation or assessment which the superintendent determines to indicate that the child is achieving an adequate level of educational growth and progress,

including but not limited to: (a) an evaluation letter from a person licensed to teach in any state, or a person with a master's degree or higher in an academic discipline, having knowledge of the child's academic progress, stating that the child is achieving an adequate level of educational growth and progress; or (b) a report card or transcript from a community college or college, college distance learning program or home-education correspondence school.”

Legal Authority - Virginia Code § 22.1-254.1 (1950), as amended.

Section 8-42.5 Immunization required; documentary proof required; exceptions. — A. Any parent, guardian or other person having control or charge of a child being home instructed, exempted or excused from school attendance shall comply with the immunization requirements provided in Virginia Code § 32.1-46 (1950), as amended, in the same manner and to the same extent as if the child has been enrolled in and is attending school.

B. Upon request by the superintendent, the parent shall submit to the superintendent documentary proof of immunization in compliance with Virginia Code §32.1-46 (1950), as amended.

C. No proof of immunization shall be required of any child upon submission of (i) an affidavit to the division superintendent stating that the administration of immunizing agents conflicts with the parent’s or guardian’s religious tenets or practices or (ii) a written certification from a licensed physician, physician assistant, nurse practitioner, or local health department that one or more of the required immunizations may be detrimental to the child’s health, indicating specific nature of the medical condition or circumstance that contraindicates immunization. (Adopted: May 12, 2005; Ordinance Number 04/05-22; Effective: July 1, 2005; Revised June 13, 2013; Ordinance Number 12/13-87; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-89; Effective Date: July 1, 2016)

Note: The 2016 revision revised Subsection B which read “Upon request by the division superintendent, the parent shall submit to such division superintendent documentary proof of immunization in compliance with Virginia Code §32.1-46 (1950), as amended” to read “Upon request by the superintendent, the parent shall submit to the superintendent documentary proof of immunization in compliance with Virginia Code §32.1-46 (1950), as amended.”

Legal Authority – Virginia Code § 22.1-271.4 (1950), as amended.

Section 8-42.6. Availability of Advancement Placement and Preliminary Scholastic Aptitude Test. — Students receiving home instruction and their parents will be notified of the availability of Advanced Placement (AP) and Preliminary Scholastic Aptitude Test (PSAT) examinations and the availability of financial assistance to low-income and needy students to take these examinations. Such notice will be given when the parent notifies the division that the student will receive home instruction. (Adopted: June 13, 2013; Ordinance Number 12/13-88; Effective Date: July 1, 2013)

Legal Authority – Virginia Code § 22.1-254.1 (1950), as amended.

Section 8-42.7 Nondisclosure of information. — Neither the superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of this policy or subdivision B 1 of Va. Code § 22.1-254. Nothing in this policy prohibits the superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction. (Adopted June 9, 2016; Ordinance Number 15/16-90; Effective Date: July 1, 2016)

Legal Authority – Virginia Code §§ 22.1-1, 22.1-254, 22.1-254.1, 22.1-271.4, 32.1-46, 54.1-2952.2 (1950), as amended