



SUFFOLK
PUBLIC SCHOOLS

Policy Review Committee



Policy Updates
September 2024

SEPTEMBER 2024 POLICY UPDATE MANUAL

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Section 5-5.2. Adequate nutrition program required; free breakfast and lunch programs; after school meal program; donations accepted to offset any meal debt; amendments to policy. — A. An adequate nutrition program is essential to a child's growth and development and influences a child's achievement in school. With this in mind, the School Board is of the opinion that every school age child should have an adequate lunch, and that the School Board should serve free breakfasts and lunches to all children. Free breakfast and lunches will be provided under the Community Eligibility Provision.

~~B.~~ ~~The School Board will enter into an annual agreement with the State Department of Education for the operation of the school breakfast and lunch program, which obligates Suffolk Public Schools to observe the standards and minimum operating requirements established under the National School Lunch Act. Suffolk Public Schools provides free breakfasts and lunches to students according to the terms of the National School Lunch Program, the National School Breakfast Program, the Summer Food Service Program, and the Child and Adult Care Feeding Program. The School Board requires each public elementary and secondary school in the local school division to participate in the federal National School Lunch Program and the federal School Breakfast Program administered by the U.S. Department of Agriculture and to make lunch and breakfast available pursuant to such programs to any student who requests such a meal, regardless of whether such student has the money to pay for the meal or owes money for meals previously provided, unless the student's parent has provided written permission to the school board to withhold such a meal from the student.~~

~~C.~~ In accordance with federal law and the revised regulations of the National School Lunch and Child Nutrition Acts, the School Board will carry out all statutory requirements and accepts responsibility for providing free meals to children in the schools. All students are provided nutritionally acceptable meals if state and federal resources for school food programs are available. The superintendent or superintendent's designee establishes regulations or procedures as needed to implement this policy.

~~D. C.~~ If any school in the division has a student population that qualifies for free and reduced-price meals at a minimum percentage of 50 percent in the prior school year and simultaneously offers educational or enrichment activities, the School Board applies to the Virginia Department of Education for such school to participate in the Afterschool Meal Program administered by the U.S. Department of Agriculture Food and Nutrition (FNS) Child and Adult Care Food Program (CACFP) to subsequently and simultaneously serve federally reimbursable meals and offer an afterschool education or enrichment program pursuant to FNS guidelines and state health and safety standards.

~~E. D~~ The School Board may solicit and receive any donation or other funds for the purpose of eliminating or offsetting any school meal debt at any time and will use any such funds solely for such purpose.

~~F. E.~~ Any amendments or changes to this policy will be submitted to the State School Lunch Office for approval prior to it taking effect in Suffolk Public Schools. When changes occur during the school year, parents and the news media will be notified. (Adopted August 10, 1995; Revised November 9, 2017; Ordinance Number 17/18-14; Effective Date: November 9, 2017; Ordinance Number 19/20-26; Revised/Effective Date: November 14, 2019; Ordinance 20/21-25; Revised/Effective: May 13, 2021; Ordinance

22/23-88, Revised/Effective: June 8, 2023; Ordinance 23/24-32, Revised/Effective: December 14, 2023)

Legal Authority - Virginia Code §§ 22.1-79.7, 22.1-207.2:2, 22.1-207.3, 22.1-207.4, and 63.2-1509 (1950), as amended.

Section 5-6.6 Collection of personal information; information collected automatically; use of "cookies"; responsibility of school superintendent. — A. The School Board is committed to complying with the Government Data Collection and Dissemination Practices. The Suffolk Public Schools does not collect unnecessary personal information by means of its website, and collects only appropriate personal information to the extent necessary to serve its constituents and the community.

B. The email address ending in spsk12.net and all school websites collect communication protocol addresses from the personal computers accessing the website in order to facilitate communication. By itself, this information does not constitute personal information.

C. Suffolk Public Schools does not place 'cookies' on your computer and will not track your movements through the website.

D. The Superintendent is responsible for creating and updating, as necessary, an internet privacy policy statement. The statement is available on the division's website in a conspicuous manner.

Legal Authority: Virginia Code Section § 2.2-3803.

Section 7-14.1. Licensure Requirements; Provisional License and Military Service; Provisional License for career and technical education teacher; Local license; Definitions. — A. The State School Board of Education shall, by regulation, prescribe the requirements for licensure of teachers and other school personnel required to hold a license. No teacher shall be regularly employed by a School Board or paid from public funds, unless such teacher:

- (i) holds a license issued by the Board of Education or a provisional license issued by the State Board of Education, superintendent or School Board
- (ii) holds a local eligibility license issued in accordance with Va. Code §§ 22.1-298.1 and 22.1-299
- (ii) holds a three-year license to teach high school career and technical education courses in specified subject areas; or
- (iii) (iv) is hired to teach in a trade and industrial education program and for whom the teacher licensure requirements have been waived by the Virginia Department of Education.

Requirements for classroom teachers, special education, vocational education, guidance counsellors, reading specialists, school psychologists, visiting teacher/social worker are stated in the Licensure Regulations for School Personnel adopted by the State School Board of Education and effective July 1, 1993.

B. If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1 - June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof during which the teacher is activated or deployed. The additional year shall be granted the year following the return of the teacher from deployment or activation.

The superintendent may request that the Board of Education extend the three-year provisional license of a teacher for at least one year but no more than two additional years. The request must be accompanied by the superintendent's recommendation for such extension and satisfactory performance evaluations for the teacher for each year during the original three-year provisional license that such teacher was actually employed and received a filed performance evaluation.

C. As specified in Va. Code § 22.1-298.1, the division's superintendent may issue a provisional teacher license to any individual the School Board seeks to employ as a career and technical education teacher who is also seeking initial licensure in Virginia with an endorsement in the area of career and technical education to allow the teacher time to attain the required credentials.

Upon an individual's completion of a local eligibility license, the School Board may issue a provisional license to such individual upon receiving from the superintendent (i) a recommendation for such license, and (ii) a satisfactory performance evaluation for such individual for the local eligibility licensure period.

D. In accordance with Va. Code § 22.1-298.1(M) and the Board of Education's regulations, a one-year nonrenewable local eligibility license may be issued to an individual who needs to take additional coursework but otherwise meets certain conditions for licensure and who may be employed by the School Board with the intention of such individual, upon satisfaction of the applicable requirements set forth in Board regulations, receiving full licensure with a renewable license.

The superintendent or School Board may recommend for a local eligibility license any individual who received a baccalaureate degree from a regionally accredited institution of higher education and who has experience or training in a subject or content area as the School Board or the superintendent deems appropriate for the applicable teaching position or endorsement area.

Each local eligibility license is subject to regulations developed by the Board of Education and criteria established by law, including, but not limited to, the following:

- (1) the School Board ensures that the number of its employed teachers who hold local eligibility licenses do not exceed five percent of the teachers employed by the School Board during the preceding school year;
- (2) local eligibility licenses are not issued to any individual who is (i) seeking to provide instruction in special education or (ii) eligible for a collegiate professional license or postgraduate professional license;
- (3) any individual issued a local eligibility license is required to complete, within the one-year of such licensure, all training requirements prescribed by law, the School Board and the superintendent;
- (4) local eligibility licenses are only valid within the issuing school division;
- (5) any individual issued a one-year local eligibility license is considered a probationary teacher and subject to the probationary terms of employment pursuant to Virginia law and School Board policies;
- (6) when appropriate, before or by the expiration of such local eligibility license period held by an individual, the superintendent and School Board provide a recommendation to the Board of Education for such individual to be issued a collegiate professional or postgraduate professional license; and
- (7) within a month of issuance to an individual, each local eligibility license is reviewed by the Department of Education's Office of Licensure to ensure compliance with all Board of Education regulations.

C. The following definitions shall apply in this policy:

- (a) "Professional staff" shall include the following personnel:
 - (1) Licensed personnel by state education authorities: classroom teachers, speech/therapists, guidance, psychologists, assistant principals, principals, superintendent
 - (2) Support personnel (who need not hold a certificate issued by state education authorities in order to obtain their positions): public relations, coordinators, assistant superintendents, directors.

- (b) "Classified/Support personnel" are those employees who need not hold a license issued by the State School Board of Education in order to obtain their positions and shall include: non-certified administrative positions, clerical, maintenance, transportation, food service, teacher assistants, nurses, and print shop employees.
- D. Employees may be placed into categories as follows:
- (a) "Full-time" means full-time employment for six (6) hours or more daily under a contract as established by the School Board.
 - (b) "Part-time" means part-time employment for any period of time less than six (6) hours daily.
 - (c) "Temporary" means temporary employment for a specific short period of time or for programs of short or uncertain duration.
- E. The number of days/hours employed shall be as specified in each contract and/or school calendar. Scheduled hours of employment shall be approved by the superintendent. (Adopted August 10, 1995; Revised October 13, 2016; Ordinance Number 16/17-12; Effective Date: July 1, 2017; Revised October 11, 2018, Ordinance Number 18/19-28, Effective Date: October 11, 2018; Ordinance 23/24-42, Revised/Effective: January 11, 2024)

Legal Authority - Virginia Code §§ 22.1-298.1, 22.1-299, 22.1- 299.5 and 22.1-299.6. (1950) as amended.

Section 7-26.3. Professional Staff Development; professional development for teachers and principals; 2024-2025 school year training in science-based reading research; required participation by instructional personnel. — A. Suffolk Public Schools provides a program of high-quality professional development in the following areas:

1. In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
2. As part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
3. In educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula;
4. For administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; and
5. Designed to educate School Board employees about bullying as defined in Va. Code § 22.1-276.01 and the need to create a bully-free environment.

B. In addition, the Suffolk Public Schools provides teachers and principals with high-quality professional development programs each year in the following areas:

1. Instructional content;
2. The preparation of tests and other assessment measures;
3. Methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
4. Instruction and remediation techniques in English, mathematics, science, and history and social science;
5. Interpreting test data for instructional purposes;
6. Technology applications to implement the Standards of Learning; and
7. Effective classroom management.

C. ~~Effective for the 2024-2025 school year,~~ The School Board will provides high-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Virginia Department of Education (the Department) pursuant to subsection C of

Va. Code § 22.1-253.13:5 or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the Department, for:

1. Each elementary school principal and each teacher with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading research in order to aid in the licensure renewal process for such individuals;
2. Each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research; and
3. Each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research.

D. The Board provides high-quality professional development in implementing the Virginia IEP established pursuant to Va. Code § 22.1-214.4(11) and the referral, evaluation, reevaluation and eligibility forms and worksheets referenced in Va. Code §22.1-214.4(6), for each teacher with a provisional special education license or an endorsement in special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness and visual impairments preschool through grade 12.

The Board provides high-quality professional development in instructional practices to support specially designed instruction in inclusive settings for

1. each teacher with a provisional general education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, and secondary education grades six through 12;
2. each principal with an endorsement in administration and supervision preschool through grade 12;
3. each teacher's aide or other paraprofessional; and
4. any teacher with a provisional special education license for whom the School Board determines there is a need for such professional development.

D- E. All instructional personnel are required to participate each year in professional development programs. No elementary or secondary school teacher is required to participate more than once every five years in training regarding appropriate management of student conduct and student offenses in violation of School Board policies or relating to secure mandatory test violations as set forth in Va. Code §§ 22.1-19.1 and 22.1-292.1 unless the School Board or superintendent determines that additional training is

necessary to comply with federal or state law or to remediate misconduct. Each teacher who completes such training must sign a written attestation that the teacher has been trained in and understands the relevant subject matter.

All employees of Suffolk Public Schools including each teacher and counselor employed on a full-time basis, are required to complete a mental health awareness training or similar program. Every employee holding a license issued by the Board of Education is required to complete cultural competency training, in accordance with guidance issued by the Board of Education, at least every two years. ~~Each employee required to complete cultural competency training must complete at least one such training no later than the beginning of the 2022-2023 school year.~~

Suffolk Public Schools will annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division. (Adopted: October 9, 2008; Ordinance Number 08/09-18; Effective: October 10, 2008; Revised June 9, 2016; Ordinance Number 15/16-64; Effective Date: July 1, 2016; Revised September 20, 2018; Ordinance Number 18/19-13; Effective Date: September 20, 2018; Ordinance 22/23-49, Revised/Effective: February 9, 2023; Ordinance 23/24-47; Revised/Effective: February 8, 2024)

Legal Authority – Virginia Code §§ ~~22.1-253.13:5E~~, 22.1-78, 22.1-23.3, 22.1-253.13:5, 22.1-276.01, 22.1-291.4, 22.1-298.6, 22.1-298.7 and 22.1-298.8 (1950), as amended.

Section 8-1.1:1. Instruction for Grades kindergarten through 12; Program of Instruction Emphasis; Other program requirements. — A. Suffolk Public Schools shall develop and implement a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education.

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

C. The School Board shall also implement:

- (1) programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success;
- (2) programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based;
- (3) career and technical education programs incorporated into the kindergarten through grade 12 curricula;
- (4) educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03;
- (5) early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law;
- (6) early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs;
- (7) educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning;
- (8) adult education programs for individuals functioning below the high school completion level;
- (9) a plan to make achievements for students who are educationally at risk a division-wide priority that includes procedures for measuring the progress of such students;
- (10) an agreement for postsecondary credit and degree attainment with a any community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies or the Passport Program from a community college

- concurrent with a high school diploma consistent with the requirements for the College and Career Ready Virginia Program; such agreement specifies the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher;
- (11) a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, career and technical education programs, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan includes notification to students and parents of the College and Career Ready Virginia Program established by Va. Code § 22.1-237.1, et seq. and its agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies, or the Passport Program concurrent with a high school diploma;
 - (12) identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs; which programs may include dual language programs whereby such students receive instruction in English and in a second language;
 - (13) early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students;
 - (14) incorporation of art, music, and physical education as a part of the instructional program at the elementary school level;
 - (15) a program of physical fitness available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of:
 - (i) physical education classes,
 - (ii) extracurricular athletics,
 - (iii) recess, or
 - (iv) other programs and physical activities deemed appropriate by the School Board;
 - (16) a program of student services for grades kindergarten through grade 12 designed to aid students in their educational, social, and career development;
 - (17) the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program; ~~and~~
 - (18) a program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test. ~~–~~

- (19) a program of literacy instruction that is aligned with science-based reading research and provides evidence-based literacy instruction to students in kindergarten through eight that is consistent with the School Board's division wide literacy plan.

- D. Timely written notification is provided to the parents of any student who:
- (i) undergoes literacy and Response to Intervention screening and services;
 - (ii) does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12, which notification includes all such assessment scores and subs-cores and any intervention plan that results from such assessment scores or sub-scores; or
 - (iii) receives reading intervention services. Parents of each student who receives reading intervention services are notified before the services begin and given notice of and a copy of the student's reading plan.

(Adopted October 12, 2017, Ordinance Number 17/18-21; Effective Date: October 12, 2017; Ordinance 21/22-4; Revised: August 12, 2021; Ordinance 22/23-7, Revised/Effective Date: November 10, 2022)

Legal Authority – Virginia Code §§ 22.1-78, 22.1-23.3, and 22.1-215.2, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, and 22.1-253.13:1 (1950) as amended.

Section 8-1.3. Career and Technical Education Programs K-12; plan required; High School to Work Partnerships; Agreements for Postsecondary Course Credit, etc.

— 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; and
- (iv) annual notice on its website to enrolled high school students and their parents of (a) the availability of the post-secondary education and employment data published by the State Council of Higher Education on its website; and (b) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college or workforce center; and
- (v) as part of each student's Academic and Career Plan lists of top professions in Virginia, skills required for each profession, and top degree programs at institutions of higher education in Virginia, as compiled annually by the Department of Education and provided to the School Board in accordance with Virginia Code § 22.1-253.13:1.

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.

C. The School Board may establish High School to Work Partnerships or delegate the authority to establish Partnerships to the division's career and technical education administrator or the administrator's designee, in collaboration with the guidance counselor office of each high school in the school division, and educate high school students about opportunities available through such Partnerships.

D. The School Board may enter into agreements for postsecondary course credit, credential, certification, or license attainment, referred to as College and Career Access Pathways Partnerships, with comprehensive community colleges or other public institutions of higher education or educational institutions that offer a career and technical education curriculum. College and Career Access Pathways Partnerships must specify

- (i) the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification, or license concurrent with a high school diploma;
- (ii) the credit, credentials, certifications, or licenses available for such courses;

- (iii) the industry-recognized credentials that are accepted as substitutes for certain credits required for high school graduation, consistent with the list developed and maintained by the Virginia Board of Education pursuant to Va. Code § 22.1-253.13:1(F); and
- (iv) available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

(Adopted April 10, 2013; Ordinance Number 12/13-1; Effective Date: July 1, 2013; Revised November 9, 2017; Ordinance 17/18-22; Effective Date: November 9, 2017; Revised November 8, 2018; Ordinance 18/19-34; Effective: November 8, 2018)

Legal Authority – Virginia Code §§ ~~22.1-253.13:4~~ 22.1-227.1, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, and 22.1-227.1, 22.1-253.13.1(1950), as amended.

Section 8-1.4. Early identification; occupation and career exploration; Academic Career Plan; courses in career investigation; high school students access to courses; counseling for certifications, etc.; information for high school students.

— A. Each middle and secondary school provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education.

Each elementary, middle, and secondary school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

B. Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

C. In middle school, students complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. The components of the ACP include the student's program of study for high school graduation and a post-secondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually. Lists, as compiled annually by the Department of Education and provided to the School Board of:

- (1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such profession and
- (2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are included as part of each student's ACP.

D. The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

E. Each qualified high school student is provided access to courses at each high school in the division that are sufficient to complete the Passport Program and the Uniform Certificate of General Studies Program at a public institution of higher education at no cost to such student pursuant to the College and Career Ready Virginia Program established by Va. Code § 22.1-237.1, et seq.

F. Beginning in the middle school years, students are 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 include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100 and 8 VAC 20-131-140. ~~Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:-~~

~~(a) Written approval of the high school principal prior to participation in dual enrollment must be obtained;~~

~~(b) The college must accept the student for admission to the course or courses; and~~

~~(c) The course or courses must be given by the college for degree credits (no remedial courses will be accepted).~~

G. Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student. The information is distributed to each high school student who expresses an interest in attending an institution of higher education or completing a training program. (Adopted November 8, 2018; Ordinance: 18/19-35; Ordinance 21/22-5, Revised August 12, 2021; Ordinance 22/23-90; Revised/Effective: June 8, 2023)

Legal Authority — Virginia Code §§ 22.1.206.2, 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1, 22.1-253.13:3. (1950) as amended and 8 VAC 20-131-140.

Section 8-7.1:1. Employment of reading specialist; advisors and intervention services; training and licensure requirements. A. The School Board employs at minimum one reading specialist for each 550 students in kindergarten through grade five and one reading specialist for each 1,100 students in grades six through eight. The School Board, upon determination of greatest need, may assign reading specialists to specific grade levels.

B. Reading specialists serve as advisors on dyslexia and related disorders. Reading specialists can provide the reading intervention services required by Virginia Code § 22.1-253.13:1 and identified in Policy IGBD Programs for Students with Reading Deficiencies.

C. Each reading specialist employed by the School Board has the necessary training, understanding, and knowledge required by Virginia law and, when applicable, the required licensure issued by the Department of Education.

Legal Authority – Virginia Code §§ 22.1-1, 22.1-253.13:1, 22.1-253.13:2, 22.1-253.13:6, 22.1-298.1, and 22.1-299.7:1. 1950, as amended.

Section 8-7.1:2. Reading intervention services. — A. Reading intervention services are provided to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department of Education (the Department). Reading intervention services are consistent with evidence-based literacy instruction and aligned with science-based reading research and can be provided by reading specialists employed by the School Board. For each student who receives reading intervention services:

- (1) the reading intervention services are documented in the student's reading plan;**
- (2) a reading specialist, in collaboration with the student's teacher(s), develops, oversees implementation of, and monitors student progress on the student's reading plan;**
- (3) the student's parent is given the opportunity to participate in the development of the student's reading plan and is given notice of the student's reading plan;**
- (4) the student's parent is given notice before reading intervention services begin;**
- (5) the student's parent is given a copy of the student's reading plan; and**
- (6) the student is assessed again at the end of that school year using either the literacy screener provided by the Department or the grade-level reading Standards of Learning assessment.**

B. Each Student Reading Plan:

- (i) follows the template created by the Department;**
- (ii) documents the reading intervention services provided to the student;**
- (iii) includes, at a minimum:**
 - a. the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data or the literacy screener provided by the Department;**
 - b. the goals and benchmarks for student growth in reading;**
 - c. a description of the specific measures that will be used to evaluate and monitor the student's reading progress;**
 - d. the specific evidence-based literacy instruction that the student will receive;**
 - e. the strategies, resources, and materials that will be provided to the student's parent to support the student to make reading progress; and**
 - f. any additional services the teacher deems available and appropriate to accelerate the student's reading skill development; and**
- (iv) may include, the following services for the student:**
 - a. instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide;**
 - b. extended instructional time in the school day or school year, or,**
 - c. for students in grades six through eight, a literacy course, in addition to the course required by the Standards of Learning in English, that**

provides the specific evidence-based literacy instruction identified in the student's reading plan.

Legal Authority – Virginia Code §§ 22.1-1, 22.1-215.2, 22.1-253.13:1, 22.1-253.13:2, and 22.1-253.13:6. (1950), as amended.

Section 8-9.1. Physical Education Program must comply with state law; goal of Suffolk Public Schools. — A. Students receive health instruction and physical training as prescribed by the Board of Education and approved by the Board of Health. Such health instruction:

- (i) incorporates standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being and human dignity; and
- (ii) may include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board of Education and approved by the Board of Health.
- (iii) may include a program of instruction on menstrual education in grade levels four through eight, offered at the grade level the School Board deems appropriate.

Such health instruction includes the following topics:

- (1) general themes of life skills, including self-awareness, self-management, responsible decision making, relationship skills, and social awareness;
- (2) signs and symptoms of common mental health challenges;
- (3) mental health wellness and healthy strategies for coping with stress and negative feelings, including conflict resolution skills;
- (4) the importance of and guidance on seeking assistance from an adult or mental health professional, including information on services offered within the school or the division;
- (5) the prevalence of mental health challenges and the importance of overcoming common stigmas surrounding such mental health challenges;
- (6) the connection between mental health and substance use disorders; and
- (7) the importance of mental health to the student's overall well-being, including physical health and academic success.

B. Suffolk Public Schools provides a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such programs may include any combination of physical education classes, extracurricular athletics, recess or other programs and physical activities. Any physical education class offered to students in grades seven and eight includes at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education. The School Board accepts participation in the Junior Reserve Officers' Training Corps as

fulfillment of any physical education requirements applicable to students in grades nine through 12.

C. The School Board offers as a part of physical or health education instruction provided to students in grade nine or 10 research-based hazing prevention instruction in accordance with the Standards of Learning and curriculum guidelines developed by the Virginia Department of Education. Hazing prevention instruction is offered in person with options for virtual participation for any student who is enrolled in an online or virtual physical or health education program.

(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; Revised November 8, 2018; Ordinance Number 18/19-38; Effective Date: November 8, 2018; Ordinance 19/20-41; Revised/Effective Date: December 12, 2019; Ordinance 22/23-95, Revised/Effective: June 8, 2023)

Legal Authority - Virginia Code §§22.1-207, 22.1-253.13:1, (1950), as amended.

Section 8-10.1. Drug, Alcohol, and Tobacco Education; fentanyl education required. — A. Suffolk Public Schools provides instruction concerning:

- (i) drugs and drug abuse;
- (ii) the public safety hazards and dangers of alcohol abuse, underage drinking, underage marijuana use, and drunk driving, and
- (iii) the health and safety risks of using tobacco products, nicotine vapor products, and alternative nicotine products, and
- (iv) gambling and the addictive potential thereof.

B. Each school that includes grades nine through 12 annually distributes fentanyl education and awareness information developed by the Department of Education to each student in those grades within the first two weeks of school. (Adopted January 12, 1995; Revised June 9, 2016; Ordinance Number 15/16-72; Effective Date: July 1, 2016; Ordinance 19/20-42; Revised/Effective: December 12, 2019; Ordinance 22/23-8, Revised/Effective: November 10, 2022; Ordinance 22/23-96, Revised/Effective: June 8, 2023)

Legal Authority - Virginia Code §§ 22.1-206 and 22.1-206.01 (1950), as amended.

Section 8-13.1. Free Appropriate Public Education; Individualized Education Program Required; Credit Accommodations; Faculty Member serving as Liaison; 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~~ without disabilities.

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.

C. Parents of students with disabilities are provided guidance from the Virginia Department of Education regarding the availability of credit accommodations to earn a standard diploma and the limitations of the Applied Studies Diploma at a student's annual IEP program meeting corresponding to grades three through 12 when curriculum or statewide assessment decisions are being made that impact the type of diploma for which the student can qualify. The child's IEP team considers credit accommodations, including locally awarded verified credits, to enable the child to earn a standard diploma. The IEP includes areas specified by state and federal statutes and regulations.

D. Beginning in the 2024-2025 School Year, the School Board designates a faculty member to serve as a special education parent/family liaison, who serves as a resource to parents and families to understand and engage in

- (i) the referral, evaluation, reevaluation, and eligibility process if they suspect that their child has a disability and
- (ii) the IEP process and works in collaboration with the special education family support centers established by the Parent Training and Information Center of the Commonwealth pursuant to Virginia Code § 22.1-214.5.

The School Board posts the name of the designated special education parent/family liaison publicly on its website.

G. E. 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. F. 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)

Legal Authority - ~~Individuals with Disabilities Act (1990)~~; Virginia Code §§22.1-213, 22.1-214, 22.1-214.5, 22.1-215, 22.1-253.13:2, 22.1-253.13:4, through 22.1-224 (1950), as amended. 8 VAC 20-81-30, 8 VAC 20-81-50, 8 VAC 20-81-80, 8 VAC 20-81-100, 8 VAC 20-81-110, 8 VAC 20-81-130, 8 VAC 20-81-170, 20 U.S.C. § 1400 et seq., 29 U.S.C. § 701 et seq., 42 U.S.C. § 12101 et seq.

Section 8-16.1. Proficiency in English encouraged; Assessments required; Notification requirements; No tuition in certain circumstances. — A. Suffolk Public Schools shall provide programs to improve the education of English learners by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards.

B. Suffolk Public Schools will annually assess the English proficiency of all English learners.

C. Suffolk Public Schools will, not later than 30 days after the beginning of the school year, inform ~~a parent~~ or the parents of an English learner identified for participation in, or participating in, a program for English learners, of:

- (a) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational 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 methods 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 English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
- (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 as an English learner prior to the beginning of the school year but is identified as an English learner during the school year, Suffolk Public Schools 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. Suffolk Public Schools will accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after

reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition shall be charged to such students, if state funding is provided for such programs.

Each high school principal or principal's designee notifies each English learner of the availability of testing accommodations available for industry certifications, state licensure examinations, national occupational competency assessments, the Armed Services Vocational Aptitude Battery and the Virginia workplace readiness skills assessment prior to the student's participation in any such certification, examination, assessment, or battery. (Adopted January 12, 1995; Revised April 10, 2013; Ordinance Number 12/13-73; Effective Date: July 1, 2013; Revised December 14, 2017; Ordinance Number 17/18-27; Effective: December 14, 2017)

Legal Authority – Virginia Code §§ ~~22.1-212.4~~ 22.1-5, 22.1-253.13:4 (1950), as amended, 20 U.S.C. §§ 6311, 6312, 6825.

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; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate program, Project Lead the Way, and Academic Year Governor's School Programs, and the College and Career Ready Virginia Program; the qualifications for enrolling in such classes, programs, and experiences; 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, or the Passport Program 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; Revised December 14, 2017; Ordinance Number 17/18-28; Effective: December 14, 2017; Revised December 13, 2018; Ordinance Number 18/19-41; Effective: December 13, 2018)

Legal Authority – Virginia Code §§ 22.1-237.1, 22.1-237.2, 22.1-237.3, 22.1-237.4, 22.1-237.5, 22.1-253.13:1.

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, or the Passport Program 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. The School Board may enter into agreements for postsecondary credential, certification or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 of the Code of Virginia that offer a career and technical educational curriculum. Such agreements shall specify

- (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification or licenses concurrent with a high school diploma; ~~and~~
- (ii) the credit, credentials, certifications or licenses available for such courses;
- (iii) the industry-recognized credentials that are accepted as substitutes for certain credits required for high school graduation, consistent with the list developed and maintained by the Virginia Board of Education and
- (iv) available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

C. 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 include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible.

D. 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 must be given by the college for degree credits (no remedial courses will be accepted).
- (iv) Students participating in courses offered by an institution of higher education are permitted to exceed a full course load in order to participate in courses that lead to a degree, certificate, or credential at such institution.

(Adopted April 10, 2013; Ordinance Number 12/13-77; Effective Date: July 1, 2013; Revised December 14, 2017; Ordinance Number 17/18-29; Effective: December 14,

2017; Revised December 13, 2018; Ordinance Number 18/19-42; Effective: December 13, 2018; Ordinance 23/24-51, Revised/Effective Date: January 11, 2024)

Legal Authority – Virginia Code §§ 22.1-78, 22.1-253.13:1. (1950), as amended; and 8 VAC 20-131-140.

Section 8-33.3:4. Virginia Program Assessment Retakes Grades kindergarten through 8; SOL end-of-course retake tests for high school students. — A. Students in kindergarten through grade 8 are not required to retake Virginia Program Assessment tests unless:

- (1) they are retained in grade and have not previously passed the related tests,
- (2) they received reading intervention services, or
- (3) as otherwise permitted by the Board of Education.

B. Students in high school are required to retake end-of-course SOL tests as determined by the Board of Education. (Adopted: December 13, 2018, Ordinance 18/19-47, Revised/Effective Date: January 9, 2020, Ordinance 19/20-50)

Legal Authority — Virginia Code §§ 221.253.13:1 and 22.1-253.13:3. (1950), as amended, 8 VAC 20-131-30 and 8 VAC 20-131-110.

Section 9-7.1. Persons eligible for school admission; admission requirements; when tuition charged; foster care enrollment; children of persons on active military duty; additional requirements. — A. A person of school age (i.e. a person who has reached the person's fifth birthday on or before September 30 of the school year and who has not reached twenty (20) years of age on or before August 1 of the school year) is eligible for admission on a non-tuition basis if residing in the school division of Suffolk Public Schools or if eligible for admission under Policy regarding admission of homeless children found at 9-7.3.

A person of school age is deemed to reside within the school division of Suffolk Public Schools when the following exists:

1. When the person is living with a natural parent or a parent by legal adoption in the school division of Suffolk Public Schools;
2. When the parents of such person are dead and the person is living with a person in loco parentis who actually resides within the school division;
3. When, in accordance with the provisions of Virginia Code § 22.1-360, the person is living with a noncustodial parent or other person standing in loco parentis, not solely for school purposes, pursuant to a Special Power of Attorney executed under 10 United States Code § 1044b by the custodial parent;
4. When the parents of such person are unable to care for the person and the person is living, not solely for school purposes with another person who resides in the school division and is (i) either the court-appointed guardian or has legal custody of the person;(ii) acting in loco parentis, pursuant to placement of the person for adoption by a person or entity authorized to do so under Virginia Code §63.2-1200; or (iii) an adult relative providing temporary kinship care as that term is defined in Virginia Code § 63.2-1200. Both parents and the relative providing kinship care arrangement must submit signed, notarized affidavits (a) explaining why the parents are unable to care for the person; (b) detailing the kinship care arrangement; and (c) agreeing that the kinship care provider or a parent will notify the school within 30 days of when the kinship care arrangement ends.

The parent must also provide a power of attorney authorizing the adult relative to make educational decisions regarding the person. A parent or the kinship care provider must also obtain written verification from the department of social services where the parent or parents live, and the department of social services where the kinship provider lives, that the kinship arrangement serves a legitimate purpose that is in the best interest of the person other than school enrollment. If the kinship care arrangement lasts more than one year, or the person transitions to a new kinship care arrangement, the school division must receive continued verification directly from both departments of social services that the parents are unable to care for the person and that the kinship care arrangement serves a legitimate purpose other than school enrollment. If a person in a kinship care arrangement moves into a different school division during the school year as a result of (1) safely returning home, (2) being emancipated pursuant to Va. Code § 16.1-333, or (3) transitioning to a new kinship care arrangement, the provisions of this subsection continue to apply through the end of such school year.

5. When the person is living in the school division not solely for school purposes as an emancipated minor; or
6. When all or any portion of the building in which the person resides (i) with another person as set forth in the first through fourth bullets above or (ii) as an emancipated minor as set forth in the fifth bullet above is taxable by the locality in which the school division is located; or
7. When the person has been placed in a foster care placement within the school division by a local social services agency. Suffolk Public Schools will cooperate in facilitating the enrollment of any child placed in foster care across jurisdictional lines to enhance continuity of instruction. The child will be allowed to continue to attend the school in which the child was enrolled prior to the most recent foster care placement, upon the joint determination of the placing social services agency and Suffolk Public Schools that such attendance is in the best interest of the child. No person of school age who is the subject of a foster care placement will be charged tuition regardless of whether the child is attending the school in which the child was enrolled prior to the most recent foster care placement or is attending a school in the receiving school division. These provisions apply to any student who was in foster care upon reaching 18 years of age and has not reached 22 years of age. If a person in a kinship care arrangement moves into a different school division during the school year as a result of (1) safely returning home, (2) being emancipated pursuant to Va. Code § 16.1-333, or (3) transitioning to a new kinship care arrangement, the provisions of this subsection continue to apply through the end of such school year.

B. Except as otherwise provided in this section, no pupil is admitted for the first time to any public school in any school division in Virginia unless the person enrolling the pupil presents, upon admission, a certified copy of the pupil's birth record. The principal or principal's designee records the official state birth number from the pupil's birth record into the pupil's permanent school record and may retain a copy in the pupil's permanent school record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil must submit an affidavit setting forth the pupil's age and explaining the inability to present a certified copy of the birth record. If the school division cannot ascertain a child's age because of the lack of a birth certificate, the child will nonetheless be admitted into the public schools if the superintendent determines that the person submitting the affidavit presents information sufficient to estimate with reasonable certainty the age of such child.

If a certified copy of the birth record is not provided the administration immediately notifies the local law enforcement agency. The notice to the local law-enforcement agency includes copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.

Within 14 days, after enrolling a transfer student, Suffolk Public Schools requests documentation that a certified copy of the pupil's birth record was presented when the pupil was enrolled in the former school. Whenever a child is enrolled in Suffolk Public Schools, Suffolk Public Schools shall provide the child with a student identification number.

C. The School Board assigns a unique student identification number, determined in accordance with a system developed by the Department of Education, to each student enrolled in the division. No student identification number includes or is derived from the student's social security number. Each student retains the student's identification number for as long as the student is enrolled in a public elementary or secondary school in Virginia.

D. Tuition rates are established each year in accordance with the provisions of § 22.1-5 of the Code of Virginia. Certain other students may be admitted into the public schools of Suffolk Public Schools and may be charged tuition in accordance with Section 22.1-5 (1950) of the Code of Virginia and pursuant to regulations promulgated by Suffolk Public Schools.

E. Prior to admission to Suffolk Public Schools the parent, guardian, or other person having control or charge of the child must provide, upon registration,

(i) a sworn statement or affirmation indicating whether the student has been expelled from school attendance at a private school or in a public school division of the Commonwealth or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person. This document is maintained as a part of the student's scholastic record; and

(ii) a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories. This document is maintained by the superintendent and by any others to whom the superintendent disseminates it, separately from all other records concerning the student.

However, if the school administrators or the school board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of § 16.1-260, the notice will become a part of the student's disciplinary record.

F. A student, who has been expelled or suspended for more than thirty days from attendance at school by a school board, or a private school in Virginia or in another state, or for whom admission has been withdrawn by a private school in Virginia or another state, may be excluded from school attendance in Suffolk Public Schools regardless of whether such student has been admitted to another school division or private school in Virginia or in another state subsequent to such expulsion, suspension, or withdrawal of admission, upon a finding that the student presents a danger to the other students or staff of Suffolk Public Schools after (i) written notice to the student and the student's parent that the student may be subject to exclusion, including the reasons therefor, and (ii) notice of the opportunity for the student or the student's parent to participate in a hearing to be conducted by the superintendent or the superintendent's designee regarding such exclusion; and (iii) a hearing of the case has been conducted by the superintendent or superintendent's designee; and (iv) a decision has been to exclude the student from attendance. The decision of the superintendent or superintendent's designee to exclude the student is final unless altered by the School Board upon written petition filed within 15 days of the decision to exclude the student by the student or the student's parent, for a review of the record by the School Board.

The School Board may affirm, reverse or alter the decision to exclude the student and the conditions for admission or readmission of the student. In any event, upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, the student may petition the School Board for admission or readmission to school. If the petition for admission or readmission is rejected, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may petition the School Board for admission or readmission. However, the School Board shall not impose any additional conditions for admission or readmission on the student than those previously imposed. But prior to admission, the student must document compliance with, or eligibility for exemption from, the physical examination and immunization requirements contained in §§ 22.1-270, 22.1-271.2 and 32.1-46 of the Code of Virginia and policies of the School Board.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period is established by the School Board, a committee thereof, or superintendent or superintendent's designee, as the case may be, at the relevant hearing, the student may petition the School Board for readmission. If the petition for readmission is rejected, the School Board identifies the length of the continuing exclusion period and the subsequent date upon which such student may petition the School Board for readmission.

This policy does not preclude contractual arrangements between the School Board and agencies of the federal government or school boards of other jurisdictions to permit students not otherwise eligible to attend Suffolk Public Schools.

For the purpose of this section, the superintendent's designee must be a:

- (i) trained hearing officer or
- (ii) professional employee within the administrative offices of Suffolk Public Schools who reports directly to the superintendent and who is not a school based instructional or administrative employee.

G. When a child is registered in Suffolk Public Schools as a result of foster care placement, the information required under this section must be furnished by the local social services agency or licensed child-placing agency that made the placement. If the person enrolling a child who has been placed in foster care by a local social services agency is unable to produce a report of a comprehensive physical examination and/or proof of immunization, the student shall be immediately enrolled; however, the person enrolling the child shall provide a written statement that, to the best of his knowledge, the student is in good health and is free from communicable or contagious disease. In addition, the placing social service agency shall obtain and produce the required documents or otherwise ensure compliance with the statutory requirements for the foster child within 30 days after the child's enrollment.

H. No child of a person on active military duty who:

- (i) is attending a school free of charge in accordance with this policy will be charged tuition by the school division upon such child's relocation to military housing located in another school division in the Commonwealth, pursuant to orders received by such child's parent to relocate to base housing. Such children are allowed to continue attending school in the school division and are not charged tuition for attending such school;

- (ii) is attending a school free of charge in accordance with this policy will be charged tuition upon such child's relocation pursuant to orders received by such child's parent to relocate to a new duty station or to be deployed. Such children are allowed to remain enrolled in the division free of tuition through the end of the school year; and
- (iii) is eligible to attend school free of charge in accordance with this policy will be charged tuition by a school division that will be the child's school division of residence once the child's service member parent is relocated pursuant to orders received.

Such a child will be allowed to enroll in the school division of the child's intended residence if documentation is provided, at the time of enrollment, of military orders of the service member parent or an official letter from the service member's command indicating such relocation. Documentation indicating a permanent address within the school division must be provided to the school division within 120 days of a child's enrollment or tuition may be charged, including tuition for the days since the child's enrollment in school. In the event that the child's service member parent is ordered to relocate before the 120th day following the child's enrollment, the school division will not charge tuition. The assignment of the school such child will attend will be determined by the school division.

Such children are counted in the average daily membership of the school division in which they are enrolled. Further, the school division in which such children are enrolled subsequent to their relocation to base housing is not responsible for providing for their transportation to and from school.

I. Children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code are eligible for enrollment in Suffolk Public Schools provided that the documents required by Va. Code §§ 22.1-3.1 and 22.1-3.2 are provided and subject to the authority of the school division to exclude such children from attendance pursuant to Va. Code § 22.1-277.2 or if such children have been found guilty or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state.

J. Students may enroll in the Suffolk Public Schools if the division is the student's intended residence if documentation is provided at the time of enrollment of Title 22 or 50 orders of the federal employee parent. Documentation indicating a permanent address within the school division must be provided to the school division within 120 days of a student's enrollment or tuition may be charged, including tuition for the days since the student's enrollment. In the event that the federal employee parent is ordered to relocate under Title 22 or Title 50 orders before the one hundred twentieth day following the student's enrollment, the school division will not charge tuition. Students eligible to enroll in the school division pursuant to this section may register, remotely or in person, for courses and other academic programs and participate in the lottery process for charter schools and college partnership laboratory schools in the school division at the same time and in the same manner as students who reside in the division. The assignment of the school that such student will attend will be determined by the school division.

K. "Children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code" means school-age children, enrolled in kindergarten through grade 12, in the household of a federal employee serving under orders pursuant to Title 22 or 50 of the United States Code. (Adopted February 9, 1995; Revised October 9, 2003;

Ordinance 03/04-1; Effective: July 1, 2004; Revised December 14, 2006; Ordinance 06/07-11; Effective: July 1, 2007; Revised June 13, 2013; Ordinance Number 12/13-96; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-94; Effective Date: July 1, 2016. Revised February 14, 2019; Ordinance Number 18/19-50; Effective Date: February 14, 2019; Ordinance 21/22-7; Revised August 12, 2021; Ordinance 23/24-55, Revised/Effective: January 11, 2024)

Legal Authority - Virginia Code §§ 22.1-1, 22.1-3, 22.1-3.1, 22.1-3.2, 22.1-3.4, 22.1-5, 22.1-255, 22.1-260, 22.1-270, 22.1-271.2, 22.1-276.01, 22.1-277.2, 22.1-287.02, 22.1-288.2, 32.1-46, 63.2-100, 63.2-900, and 63.2-1200; 2007 Va. Op. AG 07-015., 987-88 Va. Op. AG 374.

Section 9-23.2. Definitions. — A. For the purpose of this policy, Suffolk Public Schools has used the following definitions or terms:

(1) **Authorized representative** – any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 CFR § 99.31(a)(3) to conduct, with respect to federal- or state-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

(2) **Directory information** - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.

(3) **Early childhood education program** – a Head Start program or an Early Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional, and physical development and is a state prekindergarten program, a program under section 619 or Part C of the Individuals with Disabilities Education Act, or a program operated by a local educational agency.

(4) **Education program** - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

(5) **Education records** - any information recorded in any way including handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche maintained by the School Board or an agent of the school division which contains information directly related to a student, except:

- (i) records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- (ii) records created and maintained for law enforcement purposes by the School Board's law enforcement unit, if any. A law enforcement unit is any individual, office, department, or division of the school division that is

authorized to enforce any local, state, or federal law, refer enforcement matters to appropriate authorities or maintain the physical security and safety of the school division;

- (iii) in the case of persons who are employed by the School Board but who are not in attendance at a school in the division, records made and maintained in the normal course of business which relate exclusively to the person in ~~his~~ the person's capacity as an employee;
- (iv) records created or received after an individual is no longer in attendance and that are not directly related to the individual's attendance as a student;
- (v) grades on peer-graded papers before they are collected and recorded by a teacher; and
- (vi) any electronic information, such as email, even if it contains personally identifiable information regarding a student, unless a printed copy of the electronic information is placed in the student's file or is stored electronically under an individual student's name on a permanent and secure basis for the purpose of being maintained as an educational record.

For purposes of this policy, electronic information that exists on a backup server, a temporary archiving system, or on a temporary basis on a computer is not an education record and is not considered as being maintained. Electronic communications via emails or facsimiles regarding any matter associated with a child with disabilities, including matters related to Individualized Education Plan (IEP) meetings, disciplinary actions, or service delivery, are part of the child's educational record.

(6) "Eligible student" means a student who has reached age 18.

(7) "Parent" means a parent of a student, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

(8) "Student" means any person who attends or has attended a school in Suffolk Public Schools regarding whom Suffolk Public Schools maintains education records or personally identifiable information. (Adopted February 9, 1999; Revised May 13, 1999; Revised November 9, 2006; Ordinance Number 06/07-6; Effective Date: July 1, 2007; Revised June 13, 2013; Ordinance Number 12/13-127; Effective Date: July 1, 2013; Ordinance Number 21/22-27; Revised: November 4, 2021)

Legal Authority – Virginia Code §22.1-289 (1950), as amended.

Section 9-23.4. Dissemination of Information about Court Proceedings; Notification in writing of any disciplinary action; record maintained by Superintendent; petitions and reports. — A. The superintendent or superintendent's designee shall disseminate the notice or information ~~about an adjudication or conviction~~ regarding an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G. contained in a notice received pursuant to §16.1-305.1 of the Code of Virginia (1950), as amended, to the school personnel responsible for the management of student records and to other relevant school personnel, including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who:

- (1) provide direct educational support services to the student; and
- (2) have a legitimate educational interest in such information.

B. A parent, guardian, or other person having control or charge of a student, and, with the consent of a parent or in compliance with a court order, the court in which the disposition was rendered, shall be notified in writing of any disciplinary action taken with regard to any incident upon which the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 was based and the reasons therefor. The parent or guardian shall also be notified of his or her right to review, and to request an amendment of, the student's scholastic record.

C. Every notice of adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 received by a the superintendent, and information contained in the notice, which is not a disciplinary record as defined in Board of Education regulations, shall be maintained by ~~him~~ the superintendent and by any others to whom ~~he~~ the superintendent disseminates it, separately from all other records concerning the student. However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260, the notice shall become a part of the student's disciplinary record.

If the child is not enrolled in the division when notification is received pursuant to Va. Code § 16.1-305.1, the superintendent forwards to notification to the superintendent of the school division where the child is enrolled or where the child intends to enroll, as evidenced by the division's receipt of a request from another division for the child's scholastic record.

Any notice of disposition received pursuant to Va. Code § 16.1-305.1 shall not be retained after the student has been awarded a diploma or a certificate as provided in Va. Code § 22.1-253.13:4.

D. The superintendent shall not disclose information contained in or derived from a notice of petition received pursuant to Va. Code § 16.1-260 or report received pursuant to Va. Code § 66-25.2:1 except as follows:

- (i) If the juvenile is not enrolled as a student in a public school in the division to which the notice or report was given, the superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the superintendent of the division in which the juvenile is enrolled, if known.

- (ii) Prior to receipt of the notice of disposition in accordance with Va. Code § 16.1-305.1 the superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.
- (iii) If the superintendent believes that disclosure of information regarding a report received pursuant to Va. Code § 66-25.2:1 to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel, he ~~the superintendent~~ may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such a report only to school personnel as necessary to protect the student, the subject or subjects of the danger, other students, or school personnel.

(Adopted February 9, 1999; Revised May 13, 1999; Ordinance Number 98/99-10; Revised June 13, 2013; Ordinance Number 12/13-128; Effective Date: July 1, 2013; Ordinance 21/22-28, Revised November 4, 2021)

Legal Authority - Virginia Code §22.1-288.2 (1950), as amended.

Section 9-23.5. Annual Notification Requirement; retains records for seven years.

— A. Suffolk Public Schools shall annually notify parents and eligible students of their rights under the Federal Educational Rights and Privacy Act (FERPA) including:

- (a) the right to inspect and review the student's education records and the procedure for exercising this right;
- (b) the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- (c) the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- (d) the type of information designated as directory information, if any, and the right to opt out of release of directory information;
- (e) that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- (f) the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
- (g) a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- (h) the right to file complaints with the Family Policy Compliance Office of the Chief Privacy Officer in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

B. After a child with a disability graduates, ages out of, or otherwise leaves any public school, the school retains the special education records of the child for at least seven years. The school notifies the parents of each such child of the opportunity to obtain such records during the retention period.

(Adopted February 9, 1999; Revised May 13, 1999; Revised June 13, 2013; Ordinance Number 12/13-129; Effective Date: July 1, 2013)

Legal Authority - Family Educational Rights and Privacy Act of 1974, 20 U.S.C.A. §1232g; 34 C.F.R. §99.1 *et seq.*

Section 9-23.8. Refusal to Provide Copies; Fees for Copies of Records —

A. Although Suffolk Public Schools cannot deny parents access to their children's education records, Suffolk Public Schools will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student the right to inspect and review records.

B. ~~The fee for copies will be twenty cents (.20) a copy for each page. The actual cost of copying time and postage will be charged. Suffolk Public Schools shall not charge for search and retrieval of the records. Suffolk Public Schools shall not charge a fee for copying an Individualized Education Program (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.~~ Fees for copies are charged in accordance with state and federal law and regulations, including the Virginia Freedom of Information Act and FERPA.

(Adopted February 9, 1999; Revised May 13, 1999; Revised June 13, 2013; Ordinance Number 12/13-131; Effective Date: July 1, 2013)

Legal Authority - Virginia Code §22.1-289 (1950), as amended.

Section 9-23.10. Release of Student Records; Consent required for disclosure of education records; limited exceptions. — A. The parent/legal guardian of any student enrolled in Suffolk Public Schools may authorize the release of their student's data/records to any individual or Agency upon completion and execution of a Consent for Release of Student Data/Records form.

B. When parental consent is required in order to release a student's records, and the parent refuses to give such consent, Suffolk Public Schools shall use informal means to secure the consent. If the parent continues to refuse to give consent, Suffolk Public Schools shall provide written notification to the person/agency requesting the information, that parental consent is required and has been refused. If Suffolk Public Schools wishes to disclose the information and has been unable to secure the necessary consent through informal means, Suffolk Public Schools may use more formal measures, as appropriate, to effect release of information.

C. Suffolk Public Schools discloses information from a student's education records only with the written consent of the parent or eligible student. However, subject to the following exceptions Suffolk Public Schools may disclose education record information without consent:

- (1) To school officials who have a legitimate educational interest in the records. A school official is:
 - (a) A person employed by School Board as an administrator, supervisor, instructor or support staff member
 - (b) A person appointed or elected to the School Board
 - (c) A person employed or under contract to the School Board to perform a special task, such as an attorney, auditor, medical consultant, or therapist
 - (d) A contractor, consultant, volunteer, or other party to whom the school division has outsourced services or functions for which the school division would otherwise use employees and who is under the direct control of the school division with respect to the use and maintenance of education records
 - (e) A person who is a teacher or school official, including teachers and school officials in other schools, who have legitimate educational interests in the student
 - (f) A school official who has a legitimate educational interest if the official is:
 - (i) Performing a task that is specified in his or her position description or by a contract agreement;
 - (ii) Performing a task related to the student's education;
 - (iii) Performing a task related to the discipline of a student;
 - (iv) Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
- (2) To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's

enrollment or transfer. When a pupil transfers from one school division to another, the scholastic record or a copy of the scholastic record and a copy of the complete student disciplinary record, including copies of any relevant correspondence sent to the pupil or pupil's parent and copies of any correspondence and documentation relating to the pupil's placement in an alternative education program pursuant to Va. Code § 22.1-209.1:2 or Va. Code § 22.1-277.2:1, is transferred to the school division to which the pupil transfers if requested by such school division.

- (3) To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
- (4) In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- (5) For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. The principal or his principal's designee may disclose identifying information from a pupil's scholastic record to state or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his the law-enforcement or correctional personnel's duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or his principal's designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older.
- (6) To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be destroyed when it is no longer needed for the purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which:
 - (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;

- (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
 - (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
 - (d) requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
- (7) To accrediting organizations to carry out their functions.
 - (8) To parents of an eligible student who claim the student as a dependent for income tax purposes.
 - (9) To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
 - (10) To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:
 - (a) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
 - (b) the parties to whom the division disclosed the information.
 - (11) To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
 - (12) Directory information so designated by Suffolk Public Schools.
 - (13) When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the division under 42 U.S.C. § 14071 and applicable federal guidelines.

The school division discloses or makes available to a guardian ad litem, on request, any information, records, or reports concerning a student for whom a petition for guardianship or conservatorship has been filed that the guardian ad litem determines are necessary to perform his the guardian ad litem duties under Va. Code § 64.2-2003.

The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom it discloses personally identifiable information from education records.

(Adopted February 9, 1999; Revised June 13, 2013; Ordinance Number 12/13-132; Effective Date: July 1, 2013; Revised June 9, 2016; Ordinance Number 15/16-109; Effective Date: July 1, 2016; Revised February 8, 2018; Ordinance Number 17/18-46; Effective Date: February 8, 2018; Ordinance Number 21/22-30, Effective: November 4, 2021)

Legal Authority - Family Educational Rights & Privacy Act of 1974, 20 S.C.A. § 1232g; 34 C.F.R. §99.1 et. seq.

Section 9-23.11. Record of Requests for Disclosure; Directory Information defined; Release of additional information permitted. — A. Suffolk Public Schools shall maintains a record, kept with the education records of each student, indicating all individuals (except school officials who have a legitimate educational interest in the records), agencies, or organizations, which request or obtain access to a student's education records. The record will indicate specifically the legitimate interest the party had in obtaining the information. The record of access will be available only to parents, to the school official and ~~his~~ the official's assistants who are responsible for the custody of such records, and to persons or organizations which audit the operation of the system.

B. The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom it discloses personally identifiable information from education records.

C. The requirements related to records of disclosure stated above do not apply to disclosures made pursuant to an ex parte order issued by a court at the request of the United States Attorney General (or any federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) seeking to collect education records relevant to an authorized investigation or prosecution of international terrorism as defined in 18 U.S.C. § 2331 or other acts listed in 18 U.S.C. § 2332b(g)(5)(B).

D. Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit access to information from education records to that third party for a period of at least five years.

E. School Board ~~shall notify~~ notifies parents and eligible students at the beginning of each school year what information, if any, Suffolk Public Schools has designated as directory information, the right to refuse to let Suffolk Public Schools designate any or all of such information as directory information and the period of time to refuse, in writing, the that the parent or eligible student does not want any or all of those types of information designated as directory information designation in accordance with FERPA. The following items of student information are considered "directory information".

- (1) Student's name
- (2) Student's address
- (3) Telephone listing
- (4) Electronic mail address
- (5) Photograph
- (6) Date and place of birth
- (7) Major Field of Study
- (8) Grade Level
- (9) Enrollment status
- (10) Participation in officially recognized activities and sports
- (11) Height and weight of a member of an athletic team
- (12) Dates of attendance
- (13) Degrees, awards and honors received, except for information regarding the Modified Standard Diploma or

other certificate that is awarded only to students with disabilities

(14) Most recent educational institution attended

Directory information may be made available on an individual basis or printed in school directories, team rosters, class lists, yearbooks, etc. should the school wish to do so, without parental consent. Principals shall advise parents of all incoming students that if they do not wish any or all of the directory information items to be released, they must notify the school, in writing, within fifteen days.

F. Parents and eligible students may not use the right to opt out of directory information disclosures to:

- 1) prevent disclosure of the student's name, identifier, or institutional email address in a class in which the student is enrolled; or
- 2) prevent an educational agency or institution from requiring the student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

(Adopted February 9, 1999; Revised May 13, 1999; Ordinance Number 98/99-10; Revised May 12, 2005; Ordinance Number 04/05-28; Effective: May 12, 2005; Revised June 13, 2013; Ordinance Number 12/13-133; Effective Date: July 1, 2013; Ordinance Number 19/20-63; Revised March 20, 2020; Ordinance Number 21/22-31; Effective: November 4, 2021)

Legal Authority - Virginia Code §22.1-287.1 (1950), as amended.

Section 9-25.5. Essential Physical Activity Topics in Health and Physical Education; wellness concepts incorporated in content areas required; community partnerships; wellness council. — A. Each school organizes and maintains a physical and health education program in accordance with Board of Education regulations and State Board of Health guidelines. Such health instruction includes evidence-based essential topics on physical activity and health as well as

- (1) incorporates standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being and human dignity, and
- (2) may include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board of Education and approved by the Board of Health, and
- (3) may include a program of instruction on menstrual education in grade levels four through eight, offered at the grade level the School Board deems appropriate.

Such health instruction includes the following topics:

- (1) general themes of life skills, including self-awareness, self-management, responsible decision making, relationship skills, and social awareness;
- (2) signs and symptoms of common mental health challenges;
- (3) mental health wellness and healthy strategies for coping with stress and negative feelings, including conflict resolution skills;
- (4) the importance of and guidance on seeking assistance from an adult or mental health professional, including information on services offered within the school or the division;
- (5) the prevalence of mental health challenges and the importance of overcoming common stigmas surrounding such mental health challenges;
- (6) the connection between mental health and substance use disorders; and
- (7) the importance of mental health to the student's overall well-being, including physical health and academic success.

B. The school division and individual schools are encouraged to take other steps to promote wellness. For example, the division and schools may want to consider implementing one of more of the following:

- (1) Schools in the school division are encouraged to incorporate wellness concepts into the content areas, such as teaching nutrition and health related concepts in core curriculum, as applicable. Specifically, school staff members are encouraged to promote the "9-5-2-1-0" message (a minimum of 9 hours of sleep; 5 fruits and vegetables each day; 2 or fewer hours of TV and video games each day; 1 hour or more of moderate to vigorous physical activity each day; and, almost zero sugar-sweetened drinks) and other research-based topics;

- (2) The school division will foster relationships with community partners (for example, the Suffolk Health Department, the City Planning Department, PTAs and other parent organizations, hospitals, colleges and universities, local businesses, etc.) to support various aspects of this policy; or
- (3) Community Health Promotion and Engagement Throughout the school year, the school division will strive to promote to parents and guardians the benefits of healthy eating and physical activity. Families may be informed of and invited to participate in various school- and division-sponsored activities such as food tastings, running events, and fitness nights.

To the extent practicable, schools will open their indoor and outdoor physical activity facilities and spaces to students, families, community, and other organizations outside of school hours while complying with all applicable regulations of Suffolk Public Schools regarding Use or Rental of School Facilities for all school division facilities.

C. Each secondary and elementary school in the school division shall establish a Wellness Council and identify a wellness champion to lead wellness coordination in the school building. Among other things, once implemented, each such council shall meet regularly and encourage implementation of strategies set forth within this policy. Wellness Councils will also help create and support school wellness goals and provide assistance in the triennial assessment of their respective schools.

Among other participants, schools should consider including the following staff and community members on their Wellness Council: a school administrator, one or more teachers, a school counselor, a school secretary, a member of the school's PTA or other parent organization, a local business person, a physician or pediatrician, the school cafeteria manager, the school's C-Fit representative, one or more students, the public health nurse, and so forth.

Legal Authority - 42 U.S.C. § 1758b.; 7 C.F.R. 210.31; Code of Virginia, 1950, as amended, § 22.1-207.4; 8 VAC 20-740-30; 8 VAC 20-740-40

Section 10-2.1. Community to be kept informed. — ~~A. The community shall be kept informed regarding the educational program provided for the instruction of all students since the schools closely touch the lives of all persons in the community. The School Board shall use all available means of communication to keep themselves and the public informed regarding policies, administrations, programs, operations needs and objectives of the schools.~~

~~B. Since school publications are one means by which the public evaluates the schools, publications shall receive careful faculty supervision as well as approval of the principal to insure acceptable standards of content and journalism.~~

The Suffolk School Board recognizes the importance of providing information regarding the school division to the community. The School Board utilizes appropriate means and media in order to:

- a. explain the programs, achievements, and needs of the school division;
- b. keep students, parents/guardians, and staff members fully informed about Board policies and procedures as well as their own rights and responsibilities;
- c. communicate factual information regarding the school division: and
- d. involve students, parents/guardians, and the community in discussions regarding education programs, student activities, and Board policy.

(Adopted January 12, 1995)

Legal Authority - Virginia Code §§ 22.1-78, 22.1-253.13:7 (1950), as amended.

Section 10-5.1. Public Appearances before the School Board; time limits for public comments; public participation at special or call meetings. — A. Members of the community are invited and encouraged to attend meetings of the Suffolk City School Board to observe its deliberations. Any member of the community may appear in person at any regularly scheduled meeting of the School Board with any Suffolk Public Schools' related question, request or item he may wish to discuss. Persons wishing to appear before the School Board under the Agenda Topic "Early Appearances" must complete the online Request to Speak form and forward to the Clerk of the School Board after the release of the regular meeting agenda to the public, but no later than 12:00 noon on Wednesday preceding the day of the regular School Board meeting. Persons wishing to appear before the School Board to speak on non-agenda topics under the Agenda Topic "Late Appearances" must notify the Clerk of the Board no later than 12 noon on the day of the Board meeting. Speakers may provide copies of their remarks or other information for board members.

B. A maximum of forty-five (45) minutes will be allowed at the beginning of each regularly scheduled meeting for members of the community to present their concerns regarding agenda topics to the School Board. Each person will be allowed no more than five (5) minutes and no less than three (3) minutes to speak before the School Board. If more than fifteen (15) persons would like to address the School Board, the Clerk of the School Board will notify all who gave notice to speak at the Early Appearance that the first fifteen (15) persons who provided notice as required by subsection A, will be given three (3) minutes each to make their presentation. When fifteen (15) speakers have spoken or when the forty-five (45) minutes allotted for Early Appearances has expired, any remaining speakers who expressed an interest in speaking under the agenda item entitled "Early Appearances" will be allowed to speak under the agenda item entitled "Late Appearances" or given the opportunity to submit their comments in writing to the School Board to be read during Late Appearances.

The Chair is responsible for the orderly conduct of the meeting and rules on such matters as the appropriateness of the subject being presented and suitability of the time for such presentation. Upon recognition by the chair, the speaker shall address the Chair and if, at the conclusion of the speaker's remarks, any member of the School Board desires further information, the member addresses the speaker only with the permission of the Chair. The School Board as a whole will have the final decision in determining the appropriateness of all such rulings. Audio visual equipment used by the School Board during any public meeting of the School Board is not available for use by persons when appearing before the School Board under the Agenda topic of Early Appearances or Late Appearances.

C. Students enrolled in a public elementary or secondary school in the division are permitted to address the School Board during any public comment or citizen participation portion of a school board meeting. Such students must follow the same sign-up procedures and rules and restrictions relating to time, place, and manner of speaking that are adopted by the School Board and applicable to all public participants.

The School Board may require a student to provide identification in the form of a current student identification card or other school document, such as a report card or a personal school email address, before allowing the student to provide oral comments, in accordance with Virginia law.

~~G.~~ D. Public participation of any special call meeting of the School Board will be determined by the School Board upon recommendation of the Chair. (Adopted January 12, 1995; Ordinance 20/21-8; Revised: January 14, 2021; Ordinance 22/23, February 9, 2023; Ordinance 23/24-26, Revised/Effective: November 9, 2023)

Legal Authority - Virginia Code §§ 22.1-78, 22.1-79, and 22.1-253.13:7 (1950), as amended.

Section 10-13.1. Acceptance of Gifts generally; title vested in School Board; donor request to be honored. — A. The School Board shall decide whether to accept or not to accept any gift from any individual, group or organization offered to Suffolk Public Schools. The School Board may impose reasonable conditions on its acceptance of gifts.

B. When any real or personal property is given to and accepted by the School Board, it vests in the School Board and is managed by the School Board according to the wishes of the donor. The School Board, in addition to the regular settlement, it is required to make of all school funds, settles annually before the Commissioner of Accounts so far as the management of the property bequeath or devise is concerned.

C. In the case of any change in the boundaries of Suffolk Public Schools, the School Board shall make provisions for continuing fulfillment of the purposes of the donor as far as practicable and the settlement shall be made as provided for above. (Adopted January 12, 1995)

Legal Authority - Virginia Code §22.1-126 (1950), as amended.

Section 10-15.1. Statement of policy; Definitions; sponsorships and partnerships permitted; sponsorship review committee; prohibitions; banners allowed. —

A. The School Board recognizes that corporate and other private sponsorship of programs and activities related to education can provide valuable enhancement of the educational program offered by the School Board. For that reason, the School Board may enter into commercial, promotional and corporate sponsorship and partnership arrangements under certain conditions. Individual schools may not endorse or imply endorsement of any product. All requests for endorsement must be directed to the superintendent or superintendent's designee. School organizations must secure approval from the principal before soliciting advertisements for school publications. If there is a need for policy clarification, the principal consults with the superintendent.

B. The following definitions apply to this policy:

"Educational partnership" is a mutually beneficial, co-operative relationship in which partners share values, objectives and/or human or financial resources to enhance learning for students.

"Educational sponsorship" is an arrangement pursuant to which the sponsor provides money, price reductions, equipment, materials, services or other benefits in exchange for recognition of its products or entity for a specified period of time.

C. On behalf of the School Board the following may enter into sponsorships and partnerships;

- (1) Principals may enter into sponsorships and partnerships for their schools when the sponsorship or partnership does not extend beyond a single school year or exceed \$5,000 in value to the school.**
- (2) The superintendent may enter into sponsorships and partnerships which will benefit more than one school or the division as a whole. The superintendent may also enter into sponsorships and partnerships when the sponsorship or partnership extends beyond a single school year or exceeds \$5,000 in value.**

D. The School Board may create a Sponsorship Review Committee to approve any sponsorship or partnership which the Board determines should be considered by the Committee. The School Board shall establish criteria identifying proposed sponsorships and partnerships which must be approved by the Committee rather than by a principal or the superintendent. If the Committee's decision regarding the proposed sponsorship or partnership is not unanimous, the decision may be appealed to the School Board by either the potential sponsor or partner or by a member of the Sponsorship Review Committee.

E. Any agreement to enter into an educational sponsorship or educational partnership must be in writing and include the following terms and conditions:

- (1) A statement of the educational purpose for the relationship.**

- (2) A statement that the School Board has the right to terminate the agreement without penalty if it determines that the agreement is having an adverse impact on the educational experience of students.
- (3) A statement that if an agreement is terminated because of an adverse impact on the educational experience of students, no other agreement for an educational partnership or sponsorship will be entered into between the School Board and the partner or sponsor whose agreement has been terminated for a specified period of time.
- (4) A statement detailing the specific benefits to the school or school division from the agreement.
- (5) A statement clearly defining the roles, expectations, rights, and responsibilities of all parties to the agreement. This statement shall include a statement of whether the agreement permits the sponsor or partner to advertise in connection with the agreement and, if so, the extent of such advertising.
- (6) A statement clearly defining whether the agreement creates any exclusive rights for the sponsor or partner and, if such rights are created, clearly defining those rights. If no exclusive rights are created, the agreement shall include a statement that the existence of the sponsorship or partnership will not limit the discretion of the School Board or its personnel in the use of sponsored or non-sponsored materials.
- (7) The duration of the agreement.
- (8) A statement that the school or School Board retains the exclusive right to authorize the use of its name, logo, or other similar information.
- (9) A statement that the school or School Board must approve its identification as a partner or co-sponsor in all publicity materials.
- (10) A statement of the monetary value to be received by the school or school division pursuant to the agreement.
- (11) A statement defining how the benefits arising from agreement will be distributed.
- (12) A statement of the basis on which students will be permitted to participate in the program or otherwise benefit from the agreement.
- (13) A statement that the sponsor or partner assumes the responsibility for obtaining the consent of any student or School Board employee whose likeness may appear in any materials disseminated by the partner or sponsor.
- (14) A statement disclosing any relationship between the sponsor or partner, or any of its employees or major stockholders, and any student, School Board employee, School Board member, or the superintendent.

- (15) A statement that all partnerships and sponsorships will be consistent with all federal and state laws, local ordinances, school division policies and regulations, and all preexisting School Board contracts. If the terms of the partnership or sponsorship agreement establish that the employees, contractors or others acting on behalf of the partner or sponsor will have direct contact with students on school property during regular school hours or during school-sponsored activities, the sponsor or partner must certify that all such persons have not been convicted of any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02 and any offense involving the sexual molestation or physical or sexual abuse or rape of a child, or the solicitation of any such offense, or any crime of moral turpitude.
- (16) A statement that if the terms of the partnership or sponsorship agreement establish that the employees, contractors, or others acting on behalf of the partner or sponsor will have direct contact with students on school property during regular school hours or during school-sponsored activities, the individuals acting on behalf of the partner or sponsor may have been convicted of any felony or crime of moral turpitude that is not set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02 and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense, provided that in the case of a felony conviction, the individual's civil rights have been restored by the Governor.
- (17) A statement that no partnership or sponsorship shall exploit any student or School Board employee.
- (18) A statement that no sponsor or partner shall be permitted to collect personal information, including names, addresses or telephone numbers of students or School Board employees because of the partnership or sponsorship.
- (19) A statement that any curriculum materials provided pursuant to the agreement will be held to the same standards as other curriculum materials.
- (20) A statement that any participation by any student or School Board employee in any activity established pursuant to the agreement will be purely voluntary. If a student or School Board employee wants to participate in any sponsored or partnered activity but objects to using the materials provided by the sponsor or partner, the sponsor or partner must supply substantially similar materials to which the student does not object for that student to use in the activity. If a student objects to using materials provided by the sponsor or partner, the School Board employee in charge of the activity shall provide for a means by which the student's objections are made known to other students involved in the activity and by which those objections are discussed in an educational manner.

F. No agreement shall be entered into if the sponsorship or partnership involves or gives the appearance of involving any activity which could result in the following:

- (1) promotion of hostility or violence;
- (2) an attack on ethnic, racial, or religious groups;
- (3) discrimination prohibited by any law or School Board policy;
- (4) promotion of the use of drugs, alcohol, tobacco products, nicotine vapor products, or firearms;
- (5) promotion of sexual, obscene or pornographic activities; or
- (6) promotion of any image that is not in keeping with the established goals and purposes of the School Board.

G. Suffolk Public Schools may allow advertising banners on school property consistent with regulations adopted by Suffolk Public Schools. (Adopted: January 12, 1995, Revised: August 16, 2018, Ordinance Number: 18/19-19, Effective Date: August 16, 2018; Ordinance 23/24-69, Revised/Effective: January 11, 2024).

Legal Authority - Virginia Code §22.1-89.4 (1950), as amended.