

STUDENT HANDBOOK



Suffolk
Public Schools

2023-2024

#SPSCreatesachievers
From Classroom to Community

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LETTER FROM THE SUPERINTENDENT



SUFFOLK PUBLIC SCHOOLS



September 5, 2023

Dear Suffolk Public Schools Family:

I am delighted to welcome you to Suffolk Public Schools, where we are building the best education possible for every student. We feel that the partnership between home and school is the key to student success and will assist every student in reaching their potential. Your student will be supported by all school staff, and we will be an extension of the high expectations that you have. I can promise you that the school environment will be safe, supportive, and innovative. Suffolk Public Schools will continue the safety protocols due to Covid-19. As students continue with face-to-face instruction, we will stress the importance of following our mitigation strategies, and being respectful and kind to each other. All of our students will receive the emotional, instructional, and social support they need in order to have a successful 2022-2023 school year. Our students will be the focus of the Dynamic Learning Environment for Suffolk Public Schools.

We will always keep students first in every decision that we make. Students will play a vital role in the creation of safe schools, engaging learning environments, and our goal of producing positive citizens for the city of Suffolk. We have high expectations, clear policies and procedures, and hopefully intervention strategies that will serve as a reminder of potential consequences if rules are broken. We feel that our positive behavior intervention strategies will help all of us be proactive in our students learning from poor choices. You can support our school by reviewing expectations, policies and practices that are outlined in this handbook and by reminding your student of the importance of following the rules and guidelines.

The student handbook is divided into sections which encompass attendance, instructional programs, academics, graduation requirements, extra-curricular activities, student records, health and safety, school safety, and transportation. The handbook also includes the school directory, names of our School Board members, our non-discrimination policy, and information specific to your student's school.

The Code of Virginia (22.10279.3) contains provisions addressing parental responsibility and involvement to promote proper student conduct. These provisions are included in this handbook. **There are two forms which must be signed and returned to your student's school related to these areas. One is "Acknowledgment of Parental Responsibility" and the other is "Student Handbook Acknowledgement."**

Please take time to carefully review this handbook and develop a comprehensive understanding of the rights and responsibilities of every student in Suffolk Public Schools. The success of each student can be positively affected by a strong working relationship between the school and the home. We appreciate your support as we work together in *#BuildingTheBestSPS!!!*

Sincerely,

Dr. John B. Gordon III
Division Superintendent

Suffolk Public Schools

NONDISCRIMINATION POLICY

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, State, School rules, laws, regulations and policies, Suffolk Public Schools, shall not discriminate on the basis of race, color, national origin, religion, age, disability or gender in its educational program or activities and provides equal access to the Boy Scouts and other designated youth groups.

The School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, sexual orientation, gender identity, status as a veteran, genetic information, pregnancy, childbirth or related medical conditions, or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

It is the intent of Suffolk Public Schools to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, student's parents, and employees who feel discrimination has been shown by the school division.

All students attending Suffolk Public Schools may participate in education programs and activities, including but not limited to health and physical education, music, career and technical education. Educational programs and services will be designed to meet the varying needs of all students and will not discriminate against any individual for reasons of race, color, national origin, religion, age, disability, or gender.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rodney J Brown, Ed.D.
Chief of Administrative Services
100 N. Main Street
P. O. Box 1549
Suffolk, Va. 23434
(757) 925-6761
(757) 925-6751 – Fax
rodneybrown@spsk12.net

For further information on notice of non-discrimination, visit: the [U.S. Department of Education, Office for Civil Rights website](#) for the address and phone number of the office that serves your area, or call 1-800-421-3481.

SCHOOL CALENDAR 2023-2024



2023

Suffolk Public Schools

SCHOOL CALENDAR 2023-2024



2024

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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31						

January 21-23 New Teacher Orientation
August 24-Sept. 1 Pre-Service Week
September 4 Labor Day Holiday - DIVISION CLOSED
September 5 First Day of School
October 5 Interim Reports Issued - 23 Days
October 6 1/2 Clerical Day - Early Dismissal for Students
October 24 Parent Teacher Conference - Early Dismissal for Students
November 6 End of 1st Grading Period
November 7 Virtual Clerical Day for Teachers - No School for Students
November 8 Total Days 1st Grading Period - 45 days
November 10 2nd Grading Period Begins
November 17 Veterans Day Holiday - DIVISION CLOSED
November 22-24 Report Cards Distributed
December 14 Fall Break - DIVISION CLOSED
December 20 Interim Reports Issued - 23 days
December 21-Jan. 1 Early Dismissal for Students and Staff
January 2 Winter Break - DIVISION CLOSED (9 Days)
January 15 Schools Re-Open after Winter Break
January 26 Martin Luther King, Jr. Holiday - DIVISION CLOSED
January 29-30 End of 2nd Nine Weeks / 1st Semester
January 31 1/2 Clerical Day for Teachers - Early Dismissal for Students
February 9 NO SCHOOL FOR STUDENTS
February 15 Professional Learning and Clerical Days
February 19 Total Days 2nd Grading Period - 45 days
March 5 Beginning of 3rd Nine Weeks - Second Semester Begins
March 6 Report Cards Distributed
April 1-5 Parent Teacher Conference Day - Early Dismissal for Students
April 11 Presidents Day Holiday - DIVISION CLOSED
April 12 Professional Learning Day - No School for Students
April 19 Interim Reports Issued - 24 Days
April 26 Spring Break - DIVISION CLOSED
May 15 End of 3rd Grading Period
May 27 Total Days 3rd Grading Period - 45 days
June 8 Beginning of 4th Nine Weeks
June 13 Early Dismissal for Students
June 14 1/2 Clerical Day
June 19 Reports Cards Distributed
June 19 Parent Teacher Conference - Early Release for Students
June 19 Interim Reports Issued - 24 days
June 19 Memorial Day Holiday - DIVISION CLOSED
June 19 Graduation
June 19 1/2 Clerical Day - Early Dismissal for Students
June 19 Last Day of School for Students and Staff
June 19 Early Release for Students
June 19 1/2 Day Clerical Day
June 19 Total Days 4th Grading Period - 45 days
June 19 Total Days - 180 days
June 19 Juneteenth Holiday - DIVISION CLOSED

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

FEBRUARY

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MARCH

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24	25	26	27	28	29	30
31						

APRIL

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28	29	30				

MAY

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JUNE

S	M	T	W	T	F	S
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24	25	26	27	28	29	30
31						

EARLY DISMISSAL

Elementary School - 1:15 pm - Lunch Served
 Middle School - 11:25 am Lunch Served
 High School - 12:25 pm Lunch Served

There are 180 actual teaching days. Clerical days for inservice planning, evaluation, conferences and related services: 15 days for new teachers and 12 days for previously employed teachers.

MAKE-UP DAYS: Up to ten missed days of school will be made up by the additional instructional hours built into the school calendar. If additional days are missed due to inclement weather, the school board will determine the make-up schedule.

KEY - Holidays in BLUE / End of each reporting period

△ - No School for Students □ - Early dismissal - See above calendar

○ - Denotes Teacher Workday - Parent/Teacher Conference

SUFFOLK CITY SCHOOL BOARD

January 1 – December 31, 2023

*P. O. Box 1549; Suffolk, Virginia 23439
(757) 925-6752*

TYRON D. RIDDICK, Chair

P.O. Box 774

*Suffolk, VA 23439 ** (757) 513-6655*

(Suffolk Borough: January 2023 – December 2026)

TyronRiddick@spsk12.net

HEATHER D.S. HOWELL, Vice-Chair

117 Foxcroft Road

*Suffolk, VA 23435 ** (757) 537-3380*

(Sleepy Hole Borough: January 2022 – December 2025)

HeatherHowell@spsk12.net

DAWN MARIE BRITTINGHAM, Ed.D.

7295 Harvest Drive

*Suffolk, VA 23437 ** (941) 5377925*

(Holy Neck Borough: January 2023 – December 2026)

DawnBrittingham@spsk12.net

JUDITH BROOKS-BUCK, Ph.D.

6400 Old Westham Drive North

*Suffolk, VA 23435-3002 ** (757) 647-8842*

(Nansemond Borough: January 2021 – December 2024)

JudithBrooks-Buck@spsk12.net

PHYLLIS C. BYRUM

1596 Great Fork Road

*Suffolk, VA 23438 ** (757) 537-3380*

(Whaleyville Borough: January 2021 – December 2024)

PhyllisByrum@spsk12.net

KAREN L. JENKINS

2029 Hickorywood Drive

*Suffolk, VA 23434 ** (757) 582-3357*

(Cypress Borough: January 2023 – December 2026)

KarenJenkins@spsk12.net

KIMBERLY A. SLINGLUFF

1496 Bridge Point Trail

*Suffolk, VA 23432 ** (757) 284-5373*

(Chuckatuck Borough: January 2023 – December 2026)

SCHOOL DIRECTORY

ELEMENTARY SCHOOLS

Booker T. Washington Elementary 934-6226
Bernette Brock, Principal 925-5558 - Fax

Creekside Elementary 923-4251
Jill Paraska, Principal 925-2421 - Fax

Elephant's Fork Elementary 923-5250
Dana Bilby, Principal 925-5596 - Fax

Florence Bowser Elementary 923-4106
Shalise Taylor, Principal 538-5407 - Fax

Hillpoint Elementary 923-5252
Kristal Taylor, Principal 538-5442 - Fax

Kilby Shores Elementary 934-6214
Lorri Banks, Principal 925-5569 - Fax

Mack Benn, Jr. Elementary 934-6224
Garrett Rhoads, Principal 925-5644 - Fax

Nansemond Parkway Elementary 923-4167
Janet Wright-Davis, Principal 538-5415 - Fax

Northern Shores Elementary 923-4169
Andrea Wilkins, Principal 925-5602 - Fax

Oakland Elementary 923-5248
Candace Myrick, Principal 925-5622 - Fax

Southwestern Elementary 925-5782
Lori Mounie, Principal 942-4281 - Fax

MIDDLE SCHOOLS

Col. Fred B. Cherry Middle 923-4249
Jamel Gibson, Principal 942-4329 - Fax

Forest Glen Middle 925-5780
Jennifer Presson, Principal 925-5557 - Fax

John F. Kennedy Middle 934-6212
Chanel Woods, Principal 925-5594 - Fax

John Yeates Middle 923-4105
Steven Smith, Principal 538-5416 - Fax

King's Fork Middle 923-5246
Laguna Foster, Principal 925-5754 - Fax

HIGH SCHOOLS

King's Fork High 923-5240
Derrick Bryant, Principal 923-5241 - Fax

Lakeland High 925-5790
Lori White, Principal 925-5599 - Fax

Nansemond River High 923-4101
Shawn Green, Principal 538-5430 - Fax

THE COLLEGE AND CAREER ACADEMY AT PRUDEN

Connie Burgess, Principal 923-5254
925-5639 - Fax

DAYTIME ALTERNATIVE PROGRAM

Turlington Woods 934-6215
Kinsey Bynum, Principal 925-5583 - Fax

ATTENDANCE

VIRGINIA COMPULSORY ATTENDANCE ACT

All children who are residents of Suffolk, who have reached their fifth birthday on or before September 30th of any school year, and who have not passed their 18th birthday are required to attend school in accordance with the Virginia Compulsory Attendance Act. Children who have reached their fifth birthday may attend a kindergarten program which meets the requirements of the State Board of Education and the policies of the School Board of the City of Suffolk. Students are required to be regular and punctual in attendance. Unless otherwise provided by the Board, students must attend school until the age of eighteen (18). Students may attend tuition-free until the end of the school year in which they reach the age of twenty (20).

SCHOOL ATTENDANCE ZONES

Students must attend school in the zone where they reside with their parents or legal custodians. The Board has designated attendance areas according to the following criteria:

1. Educational soundness and feasibility
2. Number of children and capacity of facilities
3. Geographic distances and access
4. Natural boundaries and/or hazardous conditions
5. Legal requirements

House Bill 12222 enacted by the General Assembly of Virginia states that:

Any person who knowingly makes a false statement concerning the residency of a child, as determined by 22.1-3, in a particular school division or school attendance zone, for the purposes of (i) avoiding the tuition charges authorized by 22.1-5 or (ii) enrollment in a school outside the attendance zone in which the student resides, shall be guilty of a Class 4 misdemeanor *and shall be liable to the school division in which the child was enrolled as a result of such false statements for tuition charges pursuant to 22.1-5, for the time the student was enrolled in such school division.*

ADMISSION REQUIREMENTS

PHYSICAL EXAMINATIONS

A physical examination is required of all students entering elementary public schools for the first time. The scope of examinations and procedures to be followed is assigned by the State Department of Health.

1. All students entering elementary school for the first time must present evidence of a physical examination conducted no earlier than twelve months prior to the date of entry.
2. Where the medical examination reveals handicaps, which may require a modification of the instructional program and/or school environment, this information must be properly translated to the principal, teacher, and the Student Services Office.

BIRTH CERTIFICATES

A student who wishes to enroll in Suffolk Public Schools for the first time, regardless of the grade, is **required** to present his/her original state birth certificate. However, failure to present a certified copy of a birth certificate does not prevent a student from being enrolled in the public schools. With regards to transfer students, if a certified copy of the birth record is not presented at the time the pupil is enrolled, the principal of the school in which the pupil is being enrolled or his designee, may contact the principal or designee of the school in which the pupil was previously enrolled and request documentation that a certified copy of the pupil's birth record was presented upon the pupil's initial enrollment. The student may be enrolled immediately if all other requirements have been met. Documentation from the sending school should be received within fourteen (14) days of enrollment. The parent has thirty (30) days to provide a valid birth certificate.

All records of births and deaths in Virginia are maintained by the [Virginia Department of Health's Office of Vital Records](#) in Richmond. Parents may call that office at (804) 662-6200, or download the state form at <https://www.vdh.virginia.gov/vital-records/> and mail it to:

Mailing Address:
Virginia Department of Health
Office of Vital Records
P.O. Box 1000
Richmond, VA 23218-1000

Street Address:
Virginia Department of Health
Office of Vital Records
2001 Maywill Street, Suite #101
Richmond, VA 23230

Each copy of a certificate or search of a vital record will cost \$12.00, payable to the "State Health Department".

No pupil shall be admitted for the first time to any public school in any school division in the Commonwealth of Virginia unless the person enrolling the pupil shall present, upon admission, a certified copy of the pupil's birth record. The principal or his designee shall record 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 a birth record is not available, the Chief of Administrative Services should be notified immediately. At that time the person enrolling the student will be given the option of submitting 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 lack of a birth certificate, the child shall nonetheless be admitted into the public schools if the division Superintendent or designee determines that the person submitting the affidavit presents information sufficient to estimate with reasonable certainty the age of such child. However, if the student seeking enrollment is a homeless child or youth as defined in § [22.1-3](#), the school shall immediately enroll such student, even if such student is unable to produce the records required for enrollment, and shall immediately contact the school last attended by the student to obtain relevant academic and other records, and shall comply with the provisions of the federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended (42 U.S.C. § 11431 et seq.), including immediately referring the parent of the student or the youth to the local school division liaison, as described in the federal act, who shall assist in obtaining the necessary records for enrollment.

Upon the failure of any person enrolling a pupil to present a certified copy of the pupil's birth record, the Chief of Administrative Services will immediately notify the local law enforcement agency. The notice to the local law-enforcement agency will include 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.

IMMUNIZATIONS

Every student who enrolls in the Suffolk Public Schools shall furnish an appropriate immunization form from a physician or Health Department certifying that he/she has been successfully immunized against communicable diseases as required under Section 22.1-27.2 of the Code of Virginia. The certificate of immunization must be submitted prior to entering school. The appropriate forms are available in each of our schools. Please see ***SCHOOL & DAY CARE MINIMUM IMMUNIZATION REQUIREMENTS*** for further information.

The provisions of this section shall not apply if:

1. The parent/guardian of the child objects thereto on the grounds that the administration of immunizing agents conflicts with their religious tenets or practices. Forms are available at the School Administrative Offices, each school and at https://www.vdh.virginia.gov/content/uploads/sites/11/2016/04/cre_1.pdf for this exemption. If an emergency or epidemic of disease is declared, these students will be excluded from school.
2. The parent/guardian presents an appropriate form from a physician licensed to practice medicine in Virginia which states that the physical condition of the child is such that administration of one or more of the required immunizing agents would be detrimental to the health of the child.

STATEMENT OF STUDENT'S SCHOOL STATUS

Before admission to a public school, a parent or guardian, or other person having control of a child of school age, must provide a sworn statement or affirmation indicating whether the student has been expelled from a public or private school because of an offense involving weapons, alcohol or drugs, or willful injury to another person. The registration document is maintained as part of the student record. The person registering the foster care child should determine the status of the student prior to registration; however, if the status is unknown, the foster care child should be enrolled immediately, and the information provided as soon as the status can be ascertained.

TRANSFER OF A STUDENT

WITHIN SUFFOLK

A student may be transferred from one school to another only when his/her parent/guardian establishes a new residence in another attendance zone. When a new residence is established in another attendance zone during the second semester students may be permitted, with the approval of the Superintendent/designee, to stay for the remainder of the school year in the school that they were currently attending providing that transportation be furnished by the parent/guardian. Exceptions may be made for students with disabilities and students attending a Self-Contained Academic Alternative Education Program. All other exceptions must be approved by the School Board.

TO SUFFOLK FROM ANOTHER DIVISION

A student who transfers to this division may be temporarily enrolled until official school records verifying placement and credits are obtained and evaluated. A letter from the principal, headmaster or designated administrator in charge of the school previously attended, stating that the student withdrew from that school in good standing must be on file in the receiving principal's office before the student may be enrolled permanently. Principals receiving transfer students shall notify the original school that the student has enrolled.

TO ANOTHER DIVISION FROM SUFFOLK

A student withdrawing from the division should obtain a transfer form from the office. The names of such students should be withdrawn from the roll on the day following the last day of attendance.

TO SUFFOLK FROM STATE CORRECTIONAL FACILITY

A student who wishes to enroll in Suffolk Public Schools from a correctional institution or detention facility must first meet with the Coordinator of Student Services. A student may be required to serve a minimum of nine (9) weeks in the Daytime Alternative Program. In the event that placement in the Daytime Alternative Program becomes necessary and the student successfully completes the program, the student will then be allowed to enroll in the school for which he/she is zoned.

Official scholastic records shall not be given to a student. Copies of enrollment, attendance, achievement and necessary personal and academic data should be sent to the school requesting this information within five (5) working days of the request. If at all possible, information may first be faxed to the requesting school with a hard copy mailed within the five (5) day limit.

TUITION CHARGES

Tuition charges shall be made pursuant to Code 22.1-5C. Students who are non-residents or residents of the Commonwealth, but do not reside in Suffolk, will be required to pay tuition based on local operational costs. For 2021-2022, tuition charges are: In-State Resident \$11,886.00 (yearly) or \$66.03 (daily) and Out-of-State Resident \$16,351.00 (yearly) or \$90.84 (daily). A request for approval to attend Suffolk Public Schools must be submitted to the Student Services Department. If this request is approved, tuition charges will be applied.

Tuition charges shall be payable monthly, in advance, to the principal of the school attended.

Students who move from the city during the school year before the end of the first semester will be allowed to complete the year upon prorated payment of appropriate tuition fees. Students who move from Suffolk after the beginning of second semester but who desire to remain in Suffolk Schools will not be required to pay tuition for the remainder of the year provided that their legal and taxable residence was certified to be in Suffolk as of January 1st and the child's behavior and attendance remain in good standing. Parents will be responsible for transportation.

Upon withdrawal of a tuition-paying student, the parent will be refunded prorated tuition for that month.

SCREENING OF NEW STUDENTS

Suffolk has established and maintains screening procedures to assure the identification of children with disabilities, residing within its jurisdiction. Within sixty (60) business days of enrollment, kindergarten students and students in grades 3, 7, and 10 will be scheduled for screening in the following areas to determine if formal assessment is indicated:

1. Vision
2. Hearing

Additionally, the following screening will be done:

1. Speech, voice and language.
2. Fine and gross motor function (through grade three).

*Screenings done as a part of a child's preschool physical examination may be used in lieu of school screenings.

Parents will be notified if the student does not meet the minimum requirements of any portion of the initial screening.

ABSENCES AND TARDINESS

Despite the excellent cooperation most of you have shown and despite the considerable efforts exerted by the division, truancy – that is, the failure to attend school except for a valid reason – remains a serious problem for some of our students. As you know, truancy often leads to academic failure, dropping out of school, crime in the community, and many other problems. For those reasons, Virginia law requires that school-age children attend school and it requires that parents make sure their children attend school. The law also requires that the school file legal proceedings against every parent and child who fails to comply with Virginia's compulsory attendance laws. In order to assist you in your parental and legal duties, and in order for us to comply with the laws, we are initiating a program and protocol to address truancy.

We will continue to call your home following any absence via the automated calling system. Accordingly, it is important that you keep us advised of your current mailing address and phone number.

Written notes explaining an absence must be received within five (5) days of an absence. Every absence is considered unexcused until a written explanation for the absence is received and approved by the principal or his/her designee. The student suffering an infectious or contagious disease, a serious illness, the severe illness of an immediate family member, the student's exposure to a contagious disease, a death in the immediate family, fire or other serious damage to the home that requires the family to move and similar circumstances constitute excused absences.

If your child accumulates a fifth (5) unexcused absence, you will be contacted, by email, and asked to complete a contract that you will make with your child's school concerning how you will work to improve your child's absences. This contract will be shared with your child's school and attendance officer.

When your child acquires their seventh (7) unexcused absence, you will be contacted by the school via mail, email or phone call to advise you of the absences.

Should your child acquire their tenth (10) unexcused days, you will be contacted and a parent and the student must attend another "in person" conference to discuss the particular causes or issues surrounding your child's absences. The conference will ordinarily include a teacher, the administrator, the school's social worker, and a Western Tidewater representative. At the conference, with your input, we will formulate or revise the truancy plan to enable

and facilitate attendance.

If your child were to acquire an eleventh (11) unexcused absence, more serious steps will be taken: the child and parent will meet with our Truancy Review Team which will be held at the Suffolk Court House. At the conference, with parent input, we will formulate a truancy plan to enable and facilitate attendance. Students who receive an additional unexcused absence could prompt the school division to file legal proceedings against the child and/or parent in the Juvenile and Domestic Relations Court. The legal proceedings may include a criminal warrant against the parent(s) and/or a “child in need of supervision” petition. It will remain our policy that any student who has more than 20 unexcused absences during a school year must repeat the year unless there are extraordinary circumstances.

Should you have any questions or concerns at all about these policies and procedures, please do not hesitate to contact Mr. LeFevre and he will be pleased to discuss any of this with you. As you know, we all share the same interest in seeing that your children receive a quality education that enables them to compete and succeed in our increasingly competitive and challenging world.

DAILY ABSENCES

Calls will be made via the automated calling system to notify the parent/guardian by telephone the day the student is absent from school. Even if the parent/guardian notifies the school that his/her child will be absent, the telephone call from the school will still be made.

ADDITIONAL ABSENCES

When a student accumulates five (5) unexcused absences, the school will make direct, personal contact with the parent(s) by phone, e-mail, or by registered letter. The parent will be required to attend an in-school meeting with the "Attendance Review Committee".

EXCESSIVE ABSENCES

At the seventh (7) absence, the school will contact the parent via email, mail or phone to advise them of the additional absences. On the tenth (10) unexcused absence, an additional meeting will be held with the “Attendance Review Team”. On the eleventh (11) unexcused absence, the parents and student must attend a meeting with the Truancy Team located at the courthouse to review and implement a new plan to help promote attendance. Additional absences could result in a request that the Juvenile and Domestic Relations Court be notified. *Parents may be served with a warrant for failure to obey the Compulsory School Attendance Law.*

MAKE-UP WORK

Students are allowed to do make-up work regardless of the reason for their absence. Students are required to make-up any missing assignments within five (5) days upon returning to school or within a mutually agreed upon time frame. It is the responsibility of the student to inquire about any missing assignments, to complete them, and to return them to the assigned teacher.

HOME ACCESS CENTER

Student attendance and grades may be tracked online through the Home Access Center. Contact the school for more information.

ATTENDANCE REVIEW COMMITTEE

An Attendance Review Committee, appointed by the principal, shall be established in each school. This committee will be responsible for reviewing the cases of students who have attendance problems and provide assistance for attendance improvement prior to petitioning the court to intervene.

The Attendance Review Committee may recommend to the Superintendent or his/her designee waiver of this policy if such a waiver is warranted by the circumstances. The Superintendent or his/her designee may accept or reject the recommendation, ask for more information, and make a recommendation to the Board's Student Services Committee or to the Board.

Only by action of the Board can an **exception** be made. In cases where no waiver of the policy is granted, the student and his/her parents should be notified of the Board's action and of their right to appeal.

WAIVER/NON-WAIVER

If absences are to be considered for waiver, documentation for the absences must be submitted to the principal on the day the student returns to school, or within a period not to exceed five (5) school days immediately thereafter. Any deviation from the criteria guidelines must be documented by a written rationale.

LEGAL WITHDRAWAL

The School Board, on the recommendation of the Principal and Superintendent, or the judge of the Juvenile and Domestic Relations Court, may excuse from further attendance any child who, in their judgment, cannot further benefit from education provided by the school. (No child shall be excused without the written consent of his/her parent, or whose parents conscientiously object thereto). *No student is excused from Compulsory School Attendance until such time as the Superintendent or judge has provided written permission for the student to withdraw.*

HOMELESS CHILDREN & YOUTH

(McKinney-Vento Students)

Rights to a Free Appropriate Public Education

Who is homeless? Anyone who, due to a lack of housing, lives:

- In emergency or transitional shelters
- In motels, hotels, trailer parks, campgrounds, abandoned in hospitals or awaiting foster care
- In cars, parks, public places, bus or train stations, or abandoned buildings
- Doubled up with relatives or friends for less than 30 days
- Migratory children living in these conditions

Where can homeless children and youth attend school?

- The school the child attended before becoming homeless or was last enrolled in (school of origin).
- The school in the attendance area where the child or youth is temporarily living.

How can delays be avoided when enrolling a homeless child or youth in school?

- Homeless children must be enrolled immediately.
- If school records are unavailable, ask that the records be sent electronically or shared over the phone.
- Ask that a student's immunization records be transferred over the phone from the sending school to the receiving school.

Contact your principal, school counselor, or local homeless education liaison with any concerns.

Division Homeless (McKinney-Vento) Liaison

Randolph Boone
Coordinator of Student Services
757-925-6750
randolphboone@spsk12.net

(DO NOT REMOVE: FORM IS AVAILABLE AT YOUR CHILD'S SCHOOL)

STUDENT RESIDENCY AFFIDAVIT

This affidavit is intended to address the McKinney-Vento Homeless Assistance Act (Title IX, Part A of the 2015 reauthorization of the *Elementary and Secondary Education Act*). The question below is to assist in determining if the student meets the definition of homelessness. In the event the child is not staying with his/her parent(s) or guardian(s), use the caregiver's authorization affidavit to address guardianship issues.

Where does the student(s) stay at night?

_____ In a Shelter _____ In a Car _____ At a Campsite _____ In a Motel

_____ Temporarily with more than one family in a house, mobile home, or apartment (because the family does not have a place of its own)

_____ Other: Name: _____

_____ Other location not appropriate for people (e.g., abandoned building)

School: _____

Name of student: _____ Birth Date: _____

1. I am the parent/legal guardian of _____, who is of school age and is seeking admission into Suffolk Public Schools.

2. Since _____, (date) our family has not had a permanent home; however, we have been *residing within the school district boundaries and intend to stay here*.

I declare under penalty of perjury under the laws of this state that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to testify.

Signature: _____ Date: _____

I regularly contact and receive my mail at: _____

Name: _____ Phone Number: _____

Address: _____

I can be reached for emergencies at: _____

Effective July 1, 2006, House Bill 1222 was enacted by the General Assembly of Virginia as stated below:

Any person who knowingly makes a false statement concerning the residency of a child, as determined by § 22.1-3, in a particular school division or school attendance zone, for the purposes of (i) avoiding the tuition charges authorized by § 22.1-5 or (ii) enrollment in a school outside the attendance zone in which the student resides, shall be guilty of a Class 4 misdemeanor and shall be liable to the school division in which the child was enrolled as a result of such false statements for tuition charges, pursuant to § 22.1-5, for the time the student was enrolled in such school division.

Adapted from materials by the California Department of Education and the San Antonio, Texas, Independent School District. As with any legal document, the local educational agency's legal counsel should be consulted.

MINUTE OF SILENCE

The Suffolk City School Board recognizes that a minute of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher, staff member, and student shall observe a minute of silence at the beginning of the first class of each school day.

The teacher responsible for each class shall make sure that each student remains seated and silent and does not disrupt or distract other students during the minute of silence.

The minute may be used for any lawful silent activity, including personal reflection, prayer and meditation. However, the teacher responsible for each class shall not influence, in any way, students to pray or meditate or not to pray or meditate during the minute of silence. Students and employees are prohibited from praying aloud during the minute of silence.

During minute of silence, the teacher responsible for each classroom takes care that all pupils remain seated and silent and make no distracting display so that each pupil may, in the exercise of individual choice, meditate, pray, or engage in any other silent activity which does not interfere with, distract, or impede other pupils in the like exercise of individual choice.

SCHOOL COUNSELING SERVICES

The Suffolk Public School Board affirms that parents are the student's first teachers and that the public school should serve to strengthen family and parental support. No student will be required to participate in any counseling program to which the student's parents object. The following definitions apply to the types of school counseling services that will be available:

Academic Guidance

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

Career Guidance

Guidance that helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational jobs/career opportunities by providing awareness in elementary school, exploration in middle schools, and preparation in high school;

Personal/Social Counseling

Counseling which assists students in developing an understanding of themselves, enhancing their self-image, understanding the rights and needs of others, resolving conflict and defining individual goals, reflecting their interests, abilities, and aptitudes. Such counseling may be provided either in groups in which general issues of social development are addressed or (ii) through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant(s).

At least annually, parents shall be notified about the academic and career school counseling programs, and the personal/social counseling programs which are available to students within the school division.

It is the policy of the Suffolk Public School Board with respect to personal/social counseling that the parents will notify the school division in writing if the student is not to participate in the personal/social counseling program. Counseling techniques which are beyond the scope of the professional certification or training of counselors including hypnosis or other psychotherapeutic techniques that are normally employed in medication or clinical settings and focus on mental illness or psychopathology are prohibited.

Accurate and complete individual, scholastic student records will be maintained in each school. If you do not wish to have your child participate in the social/personal counseling program, you should complete the Personal/Social Counseling Opt-Out form that is available at each school.

Personal/Social Counseling "Opted Out" Form

Child's Name _____ Grade _____
Last First Middle

School _____ Counselor _____ School Year _____

Following a careful review of Suffolk's School Counseling Program, I want my child to be "opted out" of the Personal/Social Counseling for this school year.

Directions: Identify the "opted out" area of concern by checking the appropriate space with an X:

1. Individual Counseling _____
2. Group Counseling _____
3. Both _____

I understand that all students will receive Academic and Career School Counseling during this school year in grades K-12.

Parent's or Guardian's Name _____

Signature _____

Date _____

(DO NOT REMOVE: FORM IS AVAILABLE AT YOUR CHILD'S SCHOOL)

****NOTE: ONLY SUBMIT THIS FORM IF YOU DO NOT WANT YOUR CHILD TO RECEIVE PERSONAL/SOCIAL SCHOOL COUNSELING SERVICES.***

INSTRUCTIONAL PROGRAM OVERVIEW

ELEMENTARY INSTRUCTIONAL SERVICES

The mission of the elementary instructional services is to provide educational experiences that prepare students to find success in our complex society. The programs included on the elementary level are: Early Start, Grades Kindergarten through fifth in the content area of Reading, Writing, Mathematics, Science, History/Social Science, Art, Music, Physical Education, Title I (designated schools), English Language Learners (ELL), Gifted and Talented Programs, and Special Education.

The staff included is: Superintendent, Chief Academic Officer, Chief of Schools, Director of Elementary Leadership, Director of Secondary Leadership, Director of Curriculum and Instruction, Content Coordinators, Content Professionals, Coordinator of Compensatory Programs, Professional Learning Specialist, Intervention Specialist, Early Childhood Specialist, Community Engagement Facilitator, Coordinator of Testing, Research, and Accountability, and Supervisor of Data and Research.

The elementary program offered in Suffolk's eleven (11) elementary schools enable students to acquire the skills and knowledge necessary for academic achievement. At the start of each year, parents are given the grade level objectives and expectations for their children.

Early Start

The Early Start full day program is developed to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure. The program is funded through the Virginia Preschool Initiative (VPI) and requires eligibility criteria conditions. The components of the Early Start Program include quality preschool education, comprehensive child health services, parental involvement, comprehensive social services and transportation.

The screening process for Early Start includes a speech evaluation, parent interview, and parent application along with other developmental assessments which measure fine and gross motor skills. The STREAMin3 curriculum is aligned with *Virginia's Early Learning and Development Standards*. There are twenty-five Early Start classes: two at Booker T. Washington Elementary, three at Creekside Elementary, two at Elephant's Fork Elementary, two at Florence Bowser Elementary, three at Hillpoint Elementary, two at Kilby Shores Elementary, two at Mack Benn, Jr. Elementary, three at Nansemond Parkway Elementary, two at Northern Shores Elementary, two at Oakland Elementary, and two at Southwestern Elementary. Each of the twenty-five Early Start teachers holds at least a Bachelor's degree with a Pre-K Endorsement and has received early childhood development training. Each class also has a full-time teacher assistant. With only eighteen students per class a student adult ratio of 1:9 is maintained. Four of the classrooms are blended to include students with Individualized Education Plans and a special education teacher. During a typical day in an Early Start classroom, children participate in shared book experiences, language development activities, self-initiated activities and outside play. The program is a full day program and provides preschoolers school readiness skills for success.

Kindergarten

Kindergarten is an important part of the elementary instructional program. The full day kindergarten program provides opportunities for enrichment and hands-on experiences which assist and guide children in their development. The three areas of focus in kindergarten are social development, physical development and mental development.

Socially, the goals of kindergarten include:

- Help the child to become a happy, helpful person;
- Guide the child in ways of coping with problems;
- Encourage the child to respect the rights and ideas of others;
- Help the child to recognize his/her own talents and shortcomings.

Physically the goals of kindergarten include:

- Engage the child in physical activities to improve large muscle adeptness;
- Provide the child with activities for small muscle skills and coordination;
- Stress physical activity as a requisite of health.

Mentally the goals of kindergarten include:

- Expose the child to concepts essential to learning;
- Help the child to discover and develop his/her creative potential;
- Encourage the child to solve simple problems;
- Awaken the child to intellectual challenges.

Virginia's Standards of Learning Objectives drive the kindergarten curriculum.

THE ELEMENTARY CURRICULUM

The core content areas in the elementary instructional program include: Reading, Writing, Mathematics, Science and History/Social Sciences.

The reading and writing curriculum encompasses a comprehensive literacy approach to instruction. The Virginia English Standards of Learning objectives are taught and reinforced using reading and writing researched-based instructional strategies. The reading and writing curriculum is aligned to the Virginia State Standards of Learning. Daily instruction encompasses four literacy strands: Communication and Multimodal Literacies, Reading, Writing, and Research. Students will participate in oral discussions to develop language and expand communication skills. Elementary classroom instruction will immerse students in text-rich environments that will provide explicit instruction to develop phonological awareness, phonemic awareness, vocabulary, and comprehension. Secondary students will evaluate, analyze, develop, and produce multimodal presentations while incorporating effective communication skills. Students will explore the study of word origins to expand vocabulary development. The use of fiction and nonfiction text will allow all students to develop comprehension strategies to access grade level text to gain information or read a text for enjoyment.

The mathematics curriculum is aligned with the Virginia Mathematics Standards of Learning. Emphasis is placed on the mathematics process goals which include mathematical problem solving, mathematical communication, mathematical reasoning, mathematical connections and mathematical representations. The focus of K-8 mathematics is building conceptual understanding while developing computational fluency. Strands include Number and Number Sense, Computation and Estimation, Measurement and Geometry and Probability, Statistics, Patterns, Functions and Algebra. High school mathematics courses offer opportunities to build on conceptual understanding and explore advanced mathematics concepts.

The science curriculum is aligned to the Virginia Science Standards of Learning. Emphasis is placed on students investigating the natural world and the practices that scientists and engineers use as they design and build models and systems. Additional emphasis is placed on the science and engineering practices and the scientific method, systematic observation, measurement, and experimentation. Lastly, emphasis is on necessary skills to examine scientific explanations, conduct experiments, analyze and communicate information, and gather and use information in scientific literature. K-12 themes have been built into the standards to allow for a more cohesive approach. Areas of focus include Scientific and Engineering Practices; Force, Motion, Energy, and Matter; Living Systems and Processes; Earth and Space Systems; and Earth Resources.

The history and social science curriculum is aligned to the Virginia History and Social Science Standards of Learning, which include areas of focus that are specific to each history content area. The overall goal of the curriculum is to prepare students for informed and responsible citizenship. In addition to content knowledge, additional emphasis is placed on historical thinking skills that provide opportunities for students to become critical thinkers of local, state, national, and world history. These historical thinking skills include but are not limited to identifying and analyzing artifacts and primary and secondary sources, interpreting charts, graphs, and pictures to determine characteristics of people places or events, comparing and contrasting ideas and perspectives to better understand people or events, determining relationships with multiple causes and effects, and investigating and researching to develop products orally and in writing.

Elementary Reading Program

Students receive 120 minutes of daily English instruction. A Comprehensive Literacy approach to reading focuses on the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Within each area, support for the students is provided through:

- Teacher Interactive Read-Aloud
- Whole group reading
- Phonics/Morphology Instruction
- Word-study activities
- Small group reading
- Independent reading
- Modeled writing
- Shared writing
- Independent writing

The combination of individual, group, and whole-class activities that centers around reading to, with, and by students is the heart of comprehensive literacy.

Monitoring Student Progress

All instructional staff members at the school level and at the School Administrative Office are responsible for monitoring student progress. Assessments and data driven decision making are paramount to the on-going achievement of Suffolk Public Schools' students. This process includes collecting and managing data, analyzing and synthesizing data, and using the data for overall school improvement. Our role in the data collection process includes: reviewing pertinent findings of educational research, reviewing current school, district, state and national goals for student learning, analyzing student learning needs and defining desired results for student learning. In addition, the elementary instructional staff identifies strengths and weaknesses, collects evidence of instructional and organizational effectiveness and defines goals for strengthening and building the capacity of the school's instructional and organizational effectiveness. Suffolk Public Schools provides various ways in which parents can monitor student progress. Each student receives a progress report during the middle of each nine-week period. Report cards are distributed at the end of the nine weeks period. Additionally, parents may sign up with the School Counselor to gain access to Home Access Center. Parents with access to Home Access Center may monitor students' progress as often as they would like to access the site. Parents who need additional information may contact the school to schedule a conference with the instructor(s).

Art Program

The Elementary Art Program is aligned with the National Standards for Arts Education and the Virginia Standards of Learning. Students in grades K – 5 attend art class a minimum of once a week. The goal of the program is to facilitate an understanding and an appreciation for art.

Music Program

The Elementary Music Program is aligned with the National Standards of Music Education and the Virginia Standards of Learning. Students experience music through a variety of related activities, which include listening, singing, and moving. Emphasis is placed on exploration, appreciation, creativity, expression, and enjoyment. Students in grades K – 5 attend a music class a minimum of once a week.

Physical Education

The Elementary Physical Education Program is aligned with the National Standards of Physical Education and the Standards of Learning. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in grades K – 5 attend Physical Education classes a minimum of once a week.

The Title I Program

The purpose of Title I is to provide all children a significant opportunity to receive a fair, equitable, and high-quality

education, and to close educational achievement gaps. School divisions provide support to school personnel through professional development and parents through school based parent and family engagement activities to help students achieve high academic standards.

Title I, Part A provides financial assistance through state educational agencies to school divisions and public schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic content and achievement standards.

School divisions target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools enrolling at least 40 percent of students from low-income families, or schools who have received a schoolwide eligibility waiver, are eligible to use Title I funds for schoolwide programs that are designed to upgrade their entire educational programs for all students, particularly the lowest-achieving students.

Suffolk Public Schools receives Title I, Part A funding to support nine (9) elementary schools: Booker T. Washington Elementary, Creekside Elementary, Elephant's Fork Elementary, Hillpoint Elementary, Kilby Shores Elementary, Mack Benn, Jr. Elementary, Nansemond Parkway Elementary, Oakland Elementary, and Southwestern Elementary.

In these schools, Title I funding provides comprehensive support, including academic coaches, interventionists, additional reading specialists, and paraprofessionals. It also offers professional development for instructional staff and supplies evidence-based instructional materials in literacy, math, and science. Family engagement events and materials are also supported with Title I funds.

The nine Title I elementary schools use the Schoolwide Program Model, providing flexibility to serve all students, including those with disabilities and limited English proficiency. Title I funds, along with other federal, state, and local funds, are utilized to enhance the instructional program for the entire school.

English Language Learners

The goal of the English Language Learners (ELL) Program is to teach English to limited English speaking students so that they may acquire the language and communication skills necessary to participate successfully in the mainstream kindergarten through twelfth grade classroom. Students are assessed with the WIDA Screener test to determine the English language proficiency level of a student. Students are eligible for services if found to perform in the Non-English or Limited English Speaking area.

Gifted and Talented Program

Gifted resource teachers service students in grades K-5 based on students' needs and gifted eligibility. Kindergarten students may be referred for the Talent Pool, a program designed to provide additional enrichment to students who demonstrate high potential for giftedness. All students receive quarterly enrichment in kindergarten through second grade. The gifted resource teachers collaborate and consult with the general education teachers and/or push into the classes to introduce lessons that will enrich the learning, spark creativity, emphasize critical thinking, encourage problem solving, and develop independent research skills. At the end of grade 2, all students are screened to identify those who qualify for the gifted program. These students are then eligible to receive gifted services in grades 3-5.

Quality Utilization Enrichment of Student's Talents, known as QUEST, is the program for gifted students in grades 3-8. Students receive differentiated instruction from the gifted resource teacher and general education teacher throughout the year. Assignments are provided to stimulate and foster critical thinking and research skills. Students work both individually and in small groups to develop independent learning skills, creative potential, and higher level thinking abilities. Services are offered within the classroom as well as pre-planned "pull-out" sessions.

Talented Enrichment for Art and Music in Suffolk (T.E.A.M.S.)

T.E.A.M.S. classes are available to students in grades 4-5 who qualify through eligibility testing and/or portfolio review. These classes are designed to provide activities for those students that express a talent in music and/or art. These services are offered during pre-planned "pull-out" sessions and include school and district level activities

throughout the year.

Alternative Education

Students who have been retained and experience academic challenges may be placed in one of our Alternative Education Programs which emphasize small group instruction and practical application of basic academic skills. Eligibility is determined based on an individual basis and includes a variety of criteria.

MIDDLE SCHOOL 6-8

The middle school program seeks to provide for the intellectual, physical, emotional, social, and cultural needs of students in grades 6-8. Allowing for a smooth transition from childhood to adolescence and from elementary to high school is a priority. A balanced curriculum is built around the basic courses and provides a variety of educational programs which address the needs of all students - general, special, and gifted and talented.

The counseling program is designed to help students achieve self-understanding and self-direction. School counseling is a part of the total education program which assists the individual student in goal setting, counseling, scheduling, peer tutoring, career choices, and group interaction.

English, mathematics, social studies, science, health and physical education are required courses. Algebra I, Geometry, Earth Science, Spanish I, and French I are offered to eligible eighth grade students for high school credit. Exploratory courses are available in keyboarding, art, family and consumer sciences, technology education, band, orchestra, chorus, foreign language, and general music.

ENGLISH

In English, middle school students will evaluate, analyze, develop, and produce multimodal presentations while incorporating effective communication skills. Students will explore the study of word origins to expand vocabulary development. Technical reading and writing skills will be emphasized through explicit instruction using grade-level fiction and nonfiction texts. Students will read, write, think critically, and respond both orally and in writing. As writing is integrated daily, the focus at this level is on the process of writing multi-paragraph essays.

MATHEMATICS

In Mathematics, middle school students are building conceptual understanding while developing computational fluency. Strands include Number and Number Sense, Computation and Estimation, Measurement and Geometry and Probability, Statistics, Patterns, Functions, and Algebra.

SOCIAL STUDIES

In Social Studies, middle school students are developing historical thinking skills that provide opportunities for students to become critical thinkers of local, state, national, and world history. Citizenship is stressed at all grade levels.

SCIENCE

In Science, middle school students are learning to examine scientific explanations, conduct experiments, analyze and communicate information. Areas of focus include Scientific and Engineering Practices; Force, Motion, and Energy, Matter; and Living Systems and Processes; Earth and Space Systems; and Earth Resources.

HEALTH AND PHYSICAL EDUCATION

The health and physical education program is an integral part of the middle school concept. A team of instructors follow the state requirements for providing both activity-oriented instruction and health instruction. Participation and activities are stressed in the program. Health and Physical Education is taught on an alternating day schedule for each of the three grades. Students are required to dress-out for physical education classes and are expected to participate regularly.

EXPLORATORY PROGRAM

Exploratory courses include music, art, introduction to technology, technological systems, family and consumer sciences, foreign language exploratory (FLEX), keyboarding, career investigations, theater, contemporary literature, world studies and computer solutions. The major purpose of the exploratory program is to emphasize the development of personal skills and to introduce students to a range of potential careers. Students are assigned one exploratory course each nine weeks in the sixth grade and one exploratory course each semester in the 7th and 8th grades.

BAND, STRINGS & CHORUS

Students may choose to take band, strings or chorus instead of exploratory courses. Band and strings are structured programs requiring daily instrumental practice at home. Each parent of a band or strings student will be responsible for purchasing or renting an instrument. Parents and students should take time to examine carefully the decision to enroll in band or strings.

STUDENT ACTIVITIES

Student activities are designed to stimulate student creativity and productivity. Club offerings may include student government, honor societies, and co-curricular organizations. Opportunities for written expression and creative talents are provided for adolescents through student publications which serve as a catalyst for future writers, managers and artists. Dances and assembly programs afford students educational, cultural and social opportunities. Field trips offer opportunities for many more educational experiences.

GIFTED & TALENTED

Quality Utilization Enrichment of Student's Talents, known as QUEST, is for students who exhibit giftedness in general intellectual ability in grades 6-8. Students receive differentiated instruction from the gifted resource teacher and general education teacher in core area subjects. Students may receive services through small group, whole group, and co-taught instruction. Activities are given to stimulate critical thinking, develop independent research skills and generate creativity in preparation for advanced high school coursework. Students may also be placed in advanced Math and Science courses or enriched courses in English and Social Studies in 8th grade.

MIDDLE SCHOOL INTRAMURAL SPORTS PROGRAM

The middle school intramural sports program promotes positive peer interactions and kinesthetic awareness. Round robin competition is offered between middle schools in basketball, volleyball, soccer, field hockey, and football in grades seven and eight.

HIGH SCHOOL 9-12

Suffolk Public Schools believe that at the high school level, administrators, faculty, student body, and parents must be constantly involved in creating an atmosphere of mutual respect and in making education an important and desirable goal for each and every student. High school is designed to prepare the student for society and to motivate students to continue their formal or informal education after high school. The educational experience should enable students to develop their minds and bodies to their fullest capacity socially, physically, morally, intellectually and psychologically.

BLOCK SCHEDULING

Suffolk Public Schools operates on a 4 x 4 semester schedule for students in grades nine through twelve. In the 4 x 4 semester schedule, the school day is divided into four instructional blocks approximately 90 minutes each and the school year is divided into two semesters. During the first semester, students are enrolled in four courses that meet daily. At the end of the first semester, students receive one credit for each course successfully completed and will be enrolled in four additional courses for the second semester. This allows students to have fewer courses at one time and teachers to have fewer students and fewer classes at one time. Students will take any required SOLs at the end of the semester in which they take the actual class. All freshmen, sophomores, and juniors must take four courses/credits each semester. With the approval of the principal, seniors may have the option of taking three courses per semester. No student should be allowed to enroll in more than eight credit-bearing courses during the school

year. Exceptions should only be considered for seniors who may need additional credits in order to meet graduation requirements.

VIRTUAL LEARNING OPPORTUNITIES

Edgenuity/Edmentum: a program used for initial credit, credit recovery, and/or blended learning as well as content or concept recovery in order to ensure subject-area mastery. On rare occasions, there may be a cost associated with initial credit courses.

- Credit recovery is designed to allow students to fulfill graduation requirements serving students who have not successfully earned credits in the traditional classroom setting, may be at risk of not graduating on-time due to lack of credits, or need an additional instructional delivery method.
- Initial Credit is designed to allow students the opportunity to take courses that have not been previously taken. Priority is given to students needing credits in order to meet on time graduation requirements.
- Virtual Tutor (VT) will allow students to complete Standards of Learning (SOL) remediation.

Virtual Virginia: as a program of the Virginia Department of Education, Virtual Virginia (VVA) offers online Advanced Placement (AP®), world language, core academic and elective courses to students across the Commonwealth. Virtual Virginia is committed to providing high quality, rigorous course content with the flexibility to meet schools' and students' varied schedules. This program may be utilized for staffing shortages or courses with low enrollment. There is a cost to parents associated with this program to attend VVA summer school.

SPS Online: SPS Online is a fully online program led by Suffolk Public Schools and open to students in grades K-12 who qualify. Students enrolled in SPS Online must apply to the program and demonstrate good attendance, ability to maintain adequate progress in an online setting, and have sufficient support at home to participate in the program. Courses and electives in SPS Online may be limited and may be taught by a Suffolk Public Schools teacher or outside online providers depending on instructor availability.

GRADUATION REQUIREMENTS

The *Standards for Accrediting Schools in Virginia*, adopted by the Virginia Board of Education, establishes high school graduation requirements.

To graduate with a Standard Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 22 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education.

For students entering the 9th grade prior to 2011-2012 through 2017-2018 four diploma options are available: **Standard Diploma** (22 credits), **Advanced Studies Diploma** (26 credits), **Modified Standard Diploma** (20 credits), and **Special Diploma** (completion of IEP goals and objectives).

In order to earn a 22 credit diploma, a student must earn 4 English credits, 3 mathematics credits (at or above the level of Algebra 1), 3 science credits, (in at least two different disciplines), 1 Virginia and US History credit, 1 Virginia and US Government credit, 1 World History and Geography credit, 2 Health and PE credits, 1 Economics and Personal Finance credit, and 6 electives including fine/CTE credits.

Students are encouraged to opt for the 26 credit diploma which requires: 4 English credits, 4 mathematics credits (at or above the level of Algebra), 4 science credits, (in at least three different disciplines), 4 history credits, 3 foreign language credits, 2 Health and PE credits, 1 Economics and Personal Finance credit, and 4 electives including fine/CTE credits.

See specific diploma requirements in the graduation section.

GIFTED & TALENTED PROGRAMS: ADVANCED PLACEMENT, DUAL CREDIT COURSES, AND GOVERNOR'S SCHOOL

Gifted and Talented students are served in grades 9-12 through a variety of programs open to those who meet

eligibility criteria. Additional information about specific programs may be obtained from the guidance department. Where additional costs are associated with these optional courses, financial assistance may be available to low-income or needy students through the guidance department.

ADVANCED PLACEMENT COURSES

Criteria and procedure:

- Completion of comparable Honors/General course, if available, with an “A” or “B”
- Ability and willingness to apply one’s self to college-level studies

Students have the opportunity to enroll in a variety of Advanced Placement (AP) courses. These courses allow students to learn college-level course material and take a corresponding exam to earn potential college credit. For a fee, students have the opportunity to take an AP exam for potential college credit in the spring of each course. Check the Program of Studies located at spsk12.net for the complete listing of current AP offerings.

HONORS COURSES

Criteria and procedure:

- Completion of comparable Honors/General course, if available, with an “A” or “B”
- Ability and willingness to apply one’s self to college-level studies

Honors courses include Honors English 9 through 12, Honors Spanish IV, Honors French IV, Honors Latin IV, Honors Spanish V, Honors French V, Honors Latin V, Honors Sign Language IV, Honors Biology, Honors Chemistry, Physics, Honors Algebra II and Trigonometry, Mathematical Analysis, Honors Geometry, Honors World History & Geography to 1500 AD, Honors World History & Geography from 1500 AD to the Present, Honors Virginia and United States Government, and Honors Virginia and United States History.

DUAL-CREDIT COURSES

Dual Credit courses allow students to meet requirements for high school graduation and to earn college credit at Camp Community College (CCC). Courses must be offered for college credit and must be on an approved list of courses as determined by the college and the school division.

Criteria and procedure:

- Students must be at least 16 years old
- Students must be high school juniors or seniors
- Cross registration must be approved by the high school principal
- CCC must accept the student for admission (Exceptions considered on a case-by-case basis, require approval of the Suffolk Public Schools Superintendent and the Dean of Instruction for CCC. Procedures for exceptions are available in the guidance department at the high schools.)
- College credit (6-8 semester hours = 1 Carnegie unit) shall be awarded upon successful completion of the course.
- The college course semester grades are used to compute the student’s high school GPA. Students must take the Virginia Placement Test and make the cut score for the course they are taking.
- Down payment is due at spring registration in the home school.
- A payment contract is drawn between the school division and the parents of the student to ensure first semester fees are paid in full by the college’s drop/add date and that second semester fees are paid in full by the start of second semester classes. The student will be automatically dropped from class and will receive no high school credit for the first or second semester if financial obligations have not been met.
- Financial assistance to low-income or needy students may be available. Consult your school’s guidance department.

Students may earn college credits from Camp Community College, CCC, by enrolling in dual-credit courses. Check the Program of Studies for the complete listing of potential DC offerings. Students entering the 9th grade in 2006-2007 and beyond and have completed Algebra I in eighth grade will be eligible to participate in the CCC General Studies Associate Degree program. Students completing this program will receive an Advanced Studies Diploma and a General Studies Associate's degree at the end of their high school career.

Students must successfully complete two (2) semesters of any of the above courses to receive dual credit. Students will receive both high school and college credits for dual-credit courses, and grades will be calculated in the GPA.

Students must meet the college's entrance requirements for the specific course and have a minimum 2.0 grade point average. Payment of the fees is the responsibility of the student and his/her parents.

GOVERNOR'S SCHOOL FOR THE ARTS (GSA)

This regional magnet school designed for talented high school students from Suffolk and other neighboring school divisions provides highly specialized instruction in visual arts, music, dance and theater. Rising ninth through twelfth grade students may apply for acceptance to the Governor's School for the Arts. Students are selected based on individual ability, interest and potential for artistic growth.

Criteria and procedure:

- Application (available at the end of first semester)
- Audition (for some programs)
- Interview
- Portfolio review (for some programs)
- A school bus provides transportation to the GSA sites for daily classes which run from 2:00 p.m. - 5:00 p.m. and returns students to their home high school
- Three weighted (+.5) credits are earned for successful completion of each class at GSA

Suffolk students who are accepted to the program travel by bus to Norfolk to attend classes each afternoon from 2 p.m.-5 p.m. Students earn 3 credits per year towards graduation requirements. There is no charge to attend, however, GSA may charge departmental fees to cover materials and supplies costs. These credits are weighted.

THE COLLEGE AND CAREER ACADEMY AT PRUDEN

The College and Career Academy at Pruden is a Governor's Science, Technology, Engineering, and Math (STEM) academy and a career and technical education center that serves high school students in the City of Suffolk. Transportation is provided to the site as students attend classes during a morning session from approximately 8:45-11:15 a.m. or an afternoon session from approximately 12:15p.m.-2:45 p.m. Check the Program of Studies for the complete listing of current College and Career Academy at Pruden offerings. Dual credit enrollment options are available for specific CTE courses. Please see the Dual Credit Course information listed above.

In addition, students who are accepted as Governor's Academy cadets will attend STEM sessions throughout the school year. Grades are based on the student's mastery of competencies from a state-approved competency list. (State-approved competencies are aligned with industry standards.) Daily attendance in class is very important. Students who are absent more than ten (10) days in a semester may not receive credit for the courses in which they are enrolled.

A variety of night classes, programs, and GED preparatory programs for adults are available at The College and Career Academy at Pruden through its Center for Lifelong Learning. The College and Career Academy at Pruden is an approved GED test site and offers GED testing twice per month.

Information regarding adult education classes, programs, and GED testing may be obtained from The College and Career Academy at Pruden at ccap.spsk12.net.

CENTER FOR PERFORMING AND PRODUCTION ARTS

The Center for Performing and Production Arts provides an innovative integrated fine arts program to develop student agency and knowledge of performance and production arts in the areas of music technology, vocal and instrumental music, theater, and visual arts. Key areas of focus include: hands-on application of skills, cross discipline collaboration, content creation and promotion, college and career readiness, public performance, and marketing and entrepreneurship. Students enroll in foundational courses that build to advanced courses in the junior and senior year. Specific programs of study and courses are listed in the Program of Studies.

Admission Process Each student wishing to participate in the Center for Performing and Production Arts Program must submit a completed application and audition. Applications are due in the winter of the preceding school year and are available online in the winter. The application will be reviewed and candidates will be notified of acceptance. Current eighth grade students may apply. For applications and deadlines, please contact the Center for Performing and Production Arts Coordinator at 757-925-5790.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Eighth-grade students who are enrolled in Algebra I, Geometry, Spanish I, French I, or Latin I and language arts and who have earned a grade of “B” or better in each core class and an overall core GPA of 3.0 will have the opportunity to apply to the Pre-IB Diploma Program in winter of each year. The Pre-IB Diploma Program is offered in grades 9 and 10. It is an intensified course of study in preparation for the rigorous IB Diploma Program.

The IB Diploma Program begins in the junior year of high school and is a pre-university course of studies leading to internal and external assessments that may qualify students for college credit. The IB Diploma Program is designed to meet the unique needs of highly motivated secondary-school students. Students will complete all four years of the Pre-IB and IB Diploma Program at King’s Fork High School. (Transportation is provided throughout the city of Suffolk.) The program requires that students take a challenging course of studies leading to internal and external assessments in six required subject areas. Students must also successfully complete the Theory of Knowledge seminar class, write a 4000-word Extended Essay, and complete a comprehensive learning portfolio in Creativity, Action, and Service activities.

King’s Fork High School is an IB World School. Pre-Diploma and IB courses are listed in the Program of Studies.

Admission Process Each student wishing to participate in the International Baccalaureate Program must submit a completed application. Applications are due in the winter of the preceding school year and are available online in the winter. The application will be reviewed and candidates will be notified of acceptance. Current eighth grade students may apply. For applications and deadlines, please contact the IB Coordinator at 757-923-5240.

PROJECT LEAD THE WAY PROGRAMS

Engineering

Project Lead the Way (PLTW) -Engineering is a program of five challenging courses in grades 9-12 that use project-based, hands-on experience to teach students the key elements and skills of engineering and technology-based careers by immersing them in rigorous engineering problems. The goal of PLTW is to increase the number and diversity of engineering graduates by allowing them to experience pre-engineering curriculum and concepts while in high school.

The requirements of the program include successful completion of the PLTW Engineering courses: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture and the capstone course, Engineering Design and Development. Students also must take four years of science, and at least four years of mathematics at the high school level. Three years of a foreign language is encouraged. Students in the program who meet these requirements can earn the Virginia Advanced Studies Diploma.

Biomedical Science

Project Lead the Way (PLTW)-Biomedical Science is a program of four challenging courses in grades 9-12 that use project-based, hands-on experience to empower students to become tomorrow’s biomedical science professionals. The goal of PLTW Biomedical Science is to increase the number and diversity of STEM prepared graduates by allowing them to experience this rigorous curriculum while in high school.

The requirements of the program include successful completion of the PLTW courses, Principles of Biomedical Science, Human Body Systems, Medical Interventions, and the capstone course, Biomedical Innovation. Students also must take four years of sciences, and at least four years of mathematics at the high school level. Three years of a foreign language is encouraged. Students in the program who meet these requirements can earn the Virginia Advanced Studies Diploma.

Admission Process Each student wishing to participate in the Project Lead the Way Programs must submit a

completed application. Applications are due in the winter of the preceding school year and are available online in the winter. The application will be reviewed and candidates will be notified of acceptance. Current eighth grade students may apply to enter the Project Lead the Way Programs. For applications and deadlines, please contact the Coordinator of Advanced Instruction at 757-925-6750.

ALTERNATIVE EDUCATION

ACADEMIC

Individualized Student Alternative Education Plan: (ISAEP) is an alternative education program designed for those students who are at least 16 years old and who are at risk of dropping out or not accumulating enough credits to graduate from high school. Students are required to take the TABE test and achieve a reading score of 7.5 or higher, and take the GED Official Practice Test and score a 125 in each subject area (Mathematics, Science, Writing, Social Studies, Language Arts) for acceptance into the ISAEP program. Parents are required to meet with the student's principal to determine academic program options. All academic and career and technical educational/occupational components must be completed for the student to be exempted from compulsory attendance. Placement of a student in ISAEP is subject to recommendation by the schools ISAEP Team or Pupil Personnel.

All students enrolled in an ISAEP program must be enrolled in coursework whose goal is the attainment of a Board of Education-approved career and technical education (CTE) credential and complete coursework in economics and personal finance in addition to preparing for and taking the GED® Tests. These additional requirements must be successfully completed prior to the student's completion of the ISAEP program.

BEHAVIORAL

The Behavioral Daytime Alternative School serves those students who have been removed from the regular school environment because of disciplinary infractions and for students who have been recommended for expulsion from their regular school setting. Turlington Woods School utilizes the Positive Behavior Interventions and Supports (PBIS) as its primary research-based program to proactively work with students to improve their behavior and academic skills. Each student participates in the check-in check out process which is designed to provide increased positive adult contact, embedded social skills training, frequent feedback, and daily home communication. Students with disabilities placement will be determined by their IEP team. Students are required to meet and maintain *Standards of Enrollment* for attendance (95% or better), academics (grades of 75 or higher in each course), behavior (80% or higher), and counseling (adequate progress). Students are required to participate in the counseling program offered by the Western Tidewater Community Services Board while enrolled in Turlington Woods School. Other requirements may be imposed by the Office of Student Services.

The Tidewater Regional Alternative Education Program is a cooperative effort with five other school divisions in the area. This program serves students who have been recommended for long-term suspensions. Also, TRAEP serves students returning from state correctional facilities where they had been committed for offenses involving drugs, weapons, or personal assaults

INSTRUCTIONAL PROGRAM SERVICES

SPECIAL EDUCATION

The mission of Suffolk Public Schools Special Education Department is to meet the individual needs of each eligible student through the provision of specially designed instruction and to ensure a free and appropriate education that allows students to excel to their full potential beyond graduation. Suffolk Public Schools provides special education services for children ages 2-21 inclusive. An Individualized Education Program (IEP) is developed and reviewed annually for each student who is eligible for special education services. A continuum of services and supports is available to meet the disability-based needs of each eligible student.

Suffolk Public Schools maintains a student search that is continually in progress with referrals accepted at any time from parents, agencies, physicians or others concerned about an infant, toddler, or student who might be in need of services. Anyone interested in making a referral should contact the Child Study Chair at the school the child is zoned to attend. Referrals may also be made by contacting the Special Education Department office at 925-6764.

504 PLANS

Section 504 of the Rehabilitation Act of 1973, as amended, requires that federal fund recipients make their programs and activities accessible to all individuals with disabilities. Section 504 of the Act protects persons from discrimination based upon their disabling condition. A person is disabled under the definition of Section 504 if he or she:

- Has a physical or mental impairment which substantially limits one or more of such person's major life activities;
- Has a record of such an impairment; or
- Is regarded as having such as impairment. {34 CFR 104.3 (j)}

When a condition significantly limits a major activity, an accommodation plan must be developed for that individual. Services under Section 504 must be determined by a team.

ENGLISH LEARNER

The goal of the English (ELL) program is to equip students with the language skills they need to be socially and academically prepared to participate successfully in the mainstream classroom and society. The ELL program provides students with the opportunity to demonstrate proficiency in listening, speaking, reading, and writing as measured on the World Class Instructional Design and Assessment (WIDA) English language proficiency assessment and the end-of-year Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Learners (ELs). At the beginning of the school year and throughout, newly arriving potential EL students are pre-screened with the WIDA Screener test to determine their English language proficiency level in listening, speaking, reading, and writing. The EL student support services are based on the results of the WIDA Screener or the results of the previous end-of-year administration of the ACCESS for ELs. The support program components are designed with the student's grade and proficiency level in mind, along with recommended best practices and scientific based research. There are several types of service support available.

MONITORING STUDENT PROGRESS

Suffolk Public Schools provides various ways in which parents can monitor student progress. Each student receives a progress report during the middle of the grading period. Report cards are distributed at the end of the grading period. Additionally, parents may sign up with the school to gain access to Home Access Center (HAC). Parents with access to Home Access Center (HAC) may monitor students' progress as often as they would like to access the site. Parents who need additional information may contact the school to schedule a conference with the instructor(s). Note that the grades you see might not include all the assignments or tests that have been completed by your child. Please allow teachers five business days to post grades after the due date of an assignment. If you have any questions about any of the items, please contact the teacher.

FAMILY LIFE EDUCATION PROGRAM & IMPLEMENTATION PLAN

The Family Life Education (FLE) program is implemented as mandated by the Virginia State Board of Education. The curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality, human reproduction, steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law and the etiology, prevention and effects of sexually transmitted diseases.

All such instruction shall be designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

The Family Life Education Program is currently advised by the Suffolk Health Advisory Board. This board is composed of members of the Western Tidewater Health Department, Suffolk Public Schools Administrators, school

nurses, concerned community professionals, parents, and students. The board functions as a liaison from the schools and community to the FLE administrator. Parents and guardians have the right to review all written and audiovisual educational materials used in the program and also have the right to remove the child from all or part of family life education instruction through the Family Life Opt-Out Procedure. The curriculum is accessible to parents and is located in the principal's office and library of each school, as well as with the Physical Education teacher.

Grades 4 & 5

Health and Physical Education teachers in grades 4 and 5 will teach Family Life objectives. Some topics will be taught by the Physical Education teacher in gender-separated classes.

Grades 6-8

Health and Physical Education teachers will teach the Family Life program during their health instructional period. Some topics will be taught by the Physical Education teacher in gender-separated classes for grades six, seven and eight.

Grades 9 & 10

Health and Physical Education teachers will teach the Family Life program during their health instructional period in gender mixed classes.

Special Education

The amount and type of participation in Family Life instruction is determined individually by the student's IEP team.

FAMILY LIFE OPT OUT PROCEDURE

Parents have the option to withdraw their child from any part or all of the Family Life Education Program through an opt-out procedure. An opt-out form is available at each of the Suffolk Public Schools. If one elects to opt his/her child out of the program, it will be necessary to follow these guidelines:

- Review the Family Life Education Program (available in the office, library and via Physical Education teacher of each school).
- Complete the opt-out form, available at the child's school, listing the objectives from which the child will be opted out.
- Return the completed opt out form with parent signature to the school.

THE STUDENT WHO IS OPTED OUT WILL RECEIVE REINFORCEMENT OR ENRICHMENT ACTIVITIES

If you have any questions or concerns, please contact the Director of Curriculum and Instruction at (757) 925-6750.

STUDENT EXTRA-CURRICULAR ACTIVITIES

VIRGINIA HIGH SCHOOL LEAGUE AND SUFFOLK PUBLIC SCHOOLS ELIGIBILITY REQUIREMENTS

All student organizations and activities shall be under the direct supervision of the school through at least one adult sponsor. They must be organized so interruptions of regular classroom work are kept at a minimum. Students shall not be permitted to engage in such organizations and activities to the detriment of their classroom work.

All athletic, forensic, debating, public speaking, reading, spelling and school-publication activities shall be conducted in strict accordance with the rules and regulations established by the Virginia High School League, except when additional stipulations are made by the Board.

- (A) Students desiring to participate in any school related extracurricular activity must meet the eligibility requirements of the Virginia High School League for participation in extracurricular activities, and must have a semester grade point average or a cumulative grade point average of not less than 2.00. The student must have achieved a 2.00 semester grade point average, or must have achieved a cumulative grade point average of 2.00, immediately preceding the student's participation in any extracurricular activity.
- (B) A student who has not achieved the required 2.00 semester grade point average, or does not have a cumulative grade point average of 2.00, may attend summer school in an effort to obtain the required grade point average. Should the student achieve a 2.00 semester grade point average, or should the student achieve a cumulative grade point average by attending summer school, the student will be considered eligible to participate in extracurricular activities at the start of the fall semester.

PROBATIONARY GUIDELINES FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

A student who has not achieved the required 2.00 grade point average as set forth in the policy adopted by the School Board for participation in extracurricular activities may be granted probationary status in certain limited circumstances as set forth in the policy of the School Board. Any student who has at least a 1.65 semester or cumulative grade point average may use a one-time probation granted by the principal. A request for probationary status can only be requested by the student's parent or legal guardian. A student who is granted probationary status must do the following:

- 1. The student must meet the building principal or his/her designee to discuss the terms and/or conditions for probationary status.
- 2. Both the parent(s) and the student will execute a contract agreeing to the terms and conditions for probationary status.
- 3. *The student must regularly participate in a school sponsored tutorial program while on probationary status. Failure to participate may result in the student's removal from probationary status and, hence, loss of eligibility.*
- 4. No student will be granted more than one (1) semester of probationary status during his/her high school eligibility. The term "high school eligibility" as used in this subsection means the eight (8) school semesters of eligibility as that term is used in the rules and regulations of the Virginia High School League. The student is not deemed to have used his/her probationary status until such time as he/she requests it and is granted the opportunity to use it.

INTERSCHOLASTIC ACTIVITIES

Interscholastic activities are encouraged at the secondary school level by the Board. The guiding principles for a successful program shall be to make available to as many students as possible a varied program of interscholastic sports and other activities through which students may develop their particular talents. The Board approves membership of its secondary schools in the Virginia High School League and requires that all interscholastic sports and contests be conducted under its rules and regulations, subject to additional stipulations of the Board. The principal of a secondary school shall be responsible for the administration and supervision of the program of interscholastic activities. **Note: Students participating in interscholastic activities must attend school no less than one-half day to practice, perform, or compete on that day.**

INTRAMURAL SPORTS AND ACTIVITIES

Intramural sports and other such organized contests are encouraged for the elementary, middle, and secondary schools. The Board cooperates with the city's Department of Parks and Recreation in its efforts to maintain worthy programs in various activities. In addition, Suffolk Public Schools provides an Intramural Sports Program for students in grades seven and eight. The main goals of the program are:

1. To promote positive attitudes towards health and exercise
2. To involve students in a school related event
3. To build unity among grade level teams
4. To help establish a method of stress relief from Standards of Learning tests
5. To develop individual skills needed to compete in interscholastic sports
6. To establish a positive relationship between students and teachers outside the classroom environment
7. To promote positive peer relationships throughout the school division
8. To help develop positive self-esteem through positive peer interaction
9. To promote kinesthetic awareness

INDIVIDUAL ELIGIBILITY RULES FOR MIDDLE SCHOOL INTRAMURAL SPORTS AND ACTIVITIES

To be eligible to represent your school in the Suffolk Middle School Sports Program, you must meet the following rules:

1. The student shall be a bona fide student in good standing in the school that he/she represents. This includes being enrolled in at least five classes or equivalent during each of the four nine week grading periods.
2. The student shall be a bona fide student in good standing in the seventh or eighth grade and must have met all necessary requirements (2.0) after having been promoted.
3. Students must have a 2.0 grade point average. The 2.0 will be based on the previous semester or yearly grade (fall only). *Exception:* A student may remove an academic deficiency during summer school so as to render that student eligible to participate during the first semester of the ensuing school year.
4. Age: A student may not have reached the age of fifteen (15) on or before August 1, of the school year in which the student intends to participate.
5. A student is **not allowed** to participate in a particular **middle school** sport more than once as a seventh grader or more than once as an eighth grader.
6. A student is **allowed** to participate in a particular sport more than once per school year at the middle school and high school levels. **(Starting September 2014)**
7. Each student must complete the Athletic Participation/Parental Consent/Physician's Certificate Form at least once during each school year.
8. Students participating in athletic activities must attend school no less than one-half day to practice, perform, or compete on that day.
9. Once the team is selected, referrals resulting in In-School Suspension (ISS) or bus suspension will lead to a one game suspension of the playing date closest to the suspension. Referrals resulting in Out of School Suspension (OSS) will lead to dismissal from the team.

MIDDLE SCHOOL INTRAMURAL SPORTS OFFERED

Boys' Football

Girls' Field Hockey

Girls' and Boys' Soccer

Girls' and Boys' Volleyball

Girls' and Boys' Basketball

CONCUSSION INFORMATION

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move rapidly back and forth.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or

weeks after the injury. If an athlete reports **one or more** symptoms of concussion listed below after a bump, blow, or jolt to the head or body, he/she should be kept out of play the day of the injury and until a healthcare professional, experienced in evaluating for concussion, says he/she is symptom-free and it is OK to return to play.

CONCUSSION DANGER SIGNS

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An athlete/student should receive immediate medical attention if after a bump, blow, or jolt to the head or body he/she exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that not only does not diminish, but gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

SIGNS OBSERVED BY SCHOOL/COACHING STAFF*

Appears dazed or stunned
Is confused about events
Forgets an instruction
Repeats questions
Moves clumsily
Answers questions slowly
Loses consciousness (even briefly)
Shows mood, behavior, or personality changes
Can't recall events prior to hit or fall
Can't recall events after hit or fall

SYMPTOMS REPORTED BY ATHLETES*

Headache or "pressure" in head
Nausea or vomiting
Balance problems or dizziness
Double or blurry vision
Sensitivity to light
Sensitivity to noise
Feeling sluggish, hazy, foggy, or groggy
Concentration or memory problems
Confusion
Just not "feeling right" or "feeling down"

*This is a list of common signs/symptoms, it does not include all possible signs/symptoms.

FACTS YOU SHOULD KNOW ABOUT CONCUSSIONS

- Most concussions occur without loss of consciousness.
- Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion.
- Young children and teens are more likely to get a concussion and take longer to recover than adults.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD/STUDENT ATHLETE HAS A CONCUSSION?

If you suspect that an athlete has a concussion, seek medical attention immediately. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a healthcare professional, experienced in evaluating for concussion, says he/she is symptom-free and it's okay to return to play.

Rest is key to helping a child recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a healthcare professional.

PUBLIC PERFORMANCES & TRIPS

The School Board encourages participation in the community by student groups and is of the opinion that student participation in the community, including participation by student groups in religious activities, contributes to the educational and cultural development of students. School groups may perform at functions which are part of the school program, community functions planned in the interest of the schools and educational broadcasts and meetings. Music groups may participate in benefit performances which do not encroach upon employment opportunities of professional musicians. Field trip regulations should be followed where applicable. *Any time a student leaves school grounds as part of a school-related function, a field trip request must be completed and approved prior to the trip.*

FIELD TRIPS

Field trips are intended to allow students experiences that provide them with insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Field trips, therefore, become an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/ learning strategies. They allow students to learn what might not be learned within the classroom. As it is widely acknowledged that not all children learn in the same way, field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

While most field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

SOCIAL ACTIVITIES

SORORITIES, FRATERNITIES AND SECRET SOCIETIES

Sororities, fraternities, clubs or secret societies whose memberships depend upon permission of a particular group rather than the free choice of a qualified student shall not be permitted. Further, any evidence (ritual, initiation, announcement of events, selling or otherwise distributing literature and materials and any other such activities) of such groups shall be prohibited on the premises.

STUDENT RESPONSIBILITIES IN ACTIVITIES

Any student running for office, appointed to office, accepting office or in any other school sponsored activity, represents the total student body of the school in which he/she is enrolled and will work with all students without regard for race, creed, color, gender or national origin.

ACADEMICS

ELEMENTARY SCHOOL INSTRUCTIONAL SERVICES

Elementary Grading:

Teachers are to follow the Suffolk Public Schools' grading scale.

Kindergarten:

- M Meets- independently and consistently demonstrates mastery of all components of the standard
- P Progressing- working towards independently demonstrating mastery of all components of the standard
- NI Needs Improvement- experiences difficulty meeting grade level standards and objectives

Grades 1-5

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	F	Below 63
C	77-79		

Make-up assignments are due within five (5) days after the student returns to school.

Kindergarten students are assessed in the core content areas of Reading, Writing, Mathematics, History/Social Studies and Science. Assessments are aligned with the division's pacing guide. Student portfolios are maintained in kindergarten.

Students in grades 1 through 5 will receive a minimum number of grades per nine weeks in the core content areas of Reading, Writing, Mathematics, History/Social Studies and Science. Students should have ample guided practice time and review before being given the test for mastery of a given concept or skill. The teacher is expected to re-teach when necessary.

Minimum Number of Grades:

Grades 1-2

Subjects	Minimum Number of Grades (1st, 2nd, 3rd Qtr.)	Minimum Number of Grades (4th Qtr)
Reading	12	9
Writing	9	6
Math	12	9
History	6	6
Science	6	6

Grades 3-5

Category	Minimum Number of Grades	Percentages
Tests	2	35%
Quizzes	3	30%
Guided Practice	6	30%
*Independent Practice	5	5%

Additional Information: Reduce classwork grades by 2 for each subject in the fourth nine weeks due to early deadline for submitting grades and due to SOL testing/expedited retesting.

*Independent practice will be reviewed as an independent student and/or a reinforcement activity. Teachers should teach the lesson, check for understanding, and give guided practice during the class time. The student's level of performance and the difficulty of the assignment will be considered in determining the amount of independent practice assigned. The basic purposes of independent practice are practice, preparation for new learning and elaboration of learning. Independent practice should only be assigned after students are provided an opportunity for guided practice. Independent practice should be assessed for attempt, not mastery and always include teacher feedback

Local Assessments:

Reading Assessments

Reading Assessments are designed to measure students' achievements throughout the year. Students in grades 1-5 take assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery. Students must achieve proficiency on local and/or State-mandated assessments in Reading in order to be promoted to the next grade.

Mathematics Assessments

Mathematics Assessments are designed to measure students' achievements throughout the year. Students in grades 1-5 take assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery. Students must achieve proficiency on local and/or State-mandated assessments in mathematics in order to be promoted to the next grade.

History/Social Science Assessments

History/Social Science Assessments are designed to measure students' achievements throughout the year. Students in grades 1-5 take History/Social Science Assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery.

Science Assessments

Science Assessments are designed to measure students' achievements throughout the year. Students in grades 1-5 take Science Assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery.

Phonological Awareness Literacy Screening (PALS) Assessments

The Phonological Awareness Literacy Screening (PALS) instrument is administered to Pre-K through grade 2 students in the fall, winter, and spring. PALS is the statewide literacy screening tool for Virginia Early Intervention Reading Initiative (EIRI). PALS screening is a proactive and preventative screening measure that assists teachers in providing differentiated, targeted instruction to meet individual needs of grade-level and struggling readers. The instrument is used to identify specific reading deficits and reduce the number of children with reading problems. Students who do not meet the required benchmark receive thirty minutes of additional researched-based, small group intervention. Summary reports are shared with parents after each administration and maintained in the student's cumulative record.

VKRP

The Virginia Kindergarten Reading Program (VKRP) is a multi-dimensional assessment that partners with PALS to provide comprehensive data about school readiness in the areas of Mathematics, Literacy, Self-Regulation, and Social Skills. The VKRP assessment is administered to all kindergarten students in the early fall and spring. Using the data reports provided by this statewide initiative, teachers are better able to support each student's success with instructional resources and targeted interventions.

iReady

The iReady diagnostic assessment is administered online to students in grades K through grade 5 in the fall, winter, and spring. iReady is a comprehensive diagnostic tool for reading and mathematics as well as an instructional program for individualized instruction. Results from the iReady diagnostic assessment are used to create an individualized path for students to grow in both reading and mathematics based on a student's strengths and areas of need. [Take a Tour of iReady](https://www.curriculumassociates.com/products/i-ready/tour/) (https://www.curriculumassociates.com/products/i-ready/tour/)

Homework

Homework will be reviewed as an independent student and/or a reinforcement activity. Teachers should teach the lesson, check for understanding, and give guided practice during the class time. The student's level of performance and the difficulty of the assignment will be considered in determining the amount of homework assigned. The principal will be the final authority at the building level for determining when a teacher may make an exception to the homework requirements.

The following homework time allocation guidelines are recommended:

GRADE	TIME TO COMPLETE HOMEWORK
K	Up to 10 minutes (optional)
1	10-20 minutes
2	Up to 20 minutes
3	Up to 30 minutes
4	Up to 40 minutes
5	Up to 50 minutes

Daily homework will be checked for accuracy with feedback given to students in a timely manner. Students will be held accountable for homework assignments and included in no more than 5% of a student's grade.

Promotion Policy:

A. Suffolk Public School complies with the State Board of Education's Standards of Quality and Standards of Accreditation. Promotion will be based on achievement. Decisions as to whether one should promote or retain a student will be based on the knowledge of those adults working closest with the student in the educational setting. Whenever educational evaluations are available these will be used in determining whether a student is promoted or retained. For students with disabilities, consideration shall be given to the impact of their disability on academic performance.

B. Except in cases where the school superintendent recommends student promotion based on rationale determined by the division, the promotion criteria must be met. Suffolk Public Schools shall use multiple criteria which include, but are not limited to, the following: (i) successful completion of core coursework, (ii) achieving proficiency on local and/or State-mandated assessments in literacy and numeracy in grades K-8; (iii) successful completion of minimum verified credits in grades 9-12, and (iv) meeting the requirements of the division's attendance policy to determine a student's promotion status.

C. The school superintendent shall develop regulations for promotion of students enrolled in Suffolk Public Schools.

Retentions:

Parents shall be notified on the student’s report card, by the principal, and teacher beginning at the end of the second marking period if the student is being recommended for retention. Specific reasons for the possible retention shall be documented and provided to the parent.

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

Retention Appeals:

All retention appeals must be submitted in writing within ten (10) days after the last teaching day of the school year. In cases of appeal, the superintendent has the authority to reverse the decision. If the retention is upheld, parents have the right to appeal to the School Board.

Report Card:

One form of communication between school and parent is a student’s report card. Students are formally (and informally) assessed in the core subjects as well as resource classes and citizenship each nine weeks. Report cards are sent home four times a year communicating to parents the status of the student’s academic and social progression or lack thereof. The system-wide grading scale and promotion policy are stated on the report card to ensure that parents are aware of specific guidelines.

Honor Roll Recognition for Elementary Schools:

Students in grades one through five will be recognized as an Honor Roll Student by making A’s and B’s in all academic subjects.

MIDDLE SCHOOL INSTRUCTIONAL SERVICES

MIDDLE SCHOOL GRADING KEY:

- A outstanding progress, superior work: 100-93
- A- outstanding progress, superior work: 92-90
- B+ good, better than average accomplishments: 89-87
- B good, better than average accomplishments: 86-83
- B- good, better than average accomplishments: 82-80
- C+ average progress and accomplishments: 79-77
- C average progress and accomplishments: 76-73
- C- average progress and accomplishments: 72-70
- D+ poor, but passing: 69-67
- D poor, but passing: 66-63
- F unsatisfactory: below 63

Grades on all daily activities, tests, and report cards shall carry only the above marks as indicated for the specified grade levels. Additional comments may be included on the report cards.

MIDDLE SCHOOL GRADING RATIONALE AND MINIMUM NUMBER OF GRADES

The four grade categories are as follows:
(Revised August 8, 2023)

Middle School Grades 6-8

<u>Category</u>	<u>Minimum Number of Grades</u>	<u>Percentages</u>
Tests	3	35%
Quizzes	4	30%
Guided Practice	6	30%
Independent Practice*	6	5%

Additional Information: Reduce classwork grades by 2 for each subject in the fourth nine weeks due to the early deadline for submitting grades and SOL testing/expedited retesting in the 4th quarter.

*Independent practice will be reviewed as an independent student and/or a reinforcement activity. Teachers should teach the lesson, check for understanding, and give guided practice during the class time. The student's level of performance and the difficulty of the assignment will be considered in determining the amount of independent practice assigned. The basic purposes of independent practice are practice, preparation for new learning and elaboration of learning. Independent practice should only be assigned after students are provided an opportunity for guided practice. Independent practice should be assessed for attempt, not mastery and always include teacher feedback.

Semester grades will be averaged and printed on each student's report card for all core subjects. Reduce minimum classwork grades by two for each subject in the fourth nine weeks.

ADDITIONAL MIDDLE SCHOOL GRADING PRACTICES

TESTS AND QUIZZES

Students should have no less than five calendar days' notice prior to the test administration. "Pop quizzes" are not to be given.

HOMEWORK

The basic purposes of homework are practice, preparation for new learning and elaboration of learning. Homework assigned for practice should only be assigned after students are provided an opportunity for guided practice. Homework should be assessed for attempt, not mastery. Homework is most effective when teachers provide comments.

MAKE-UP WORK

Make-up work due to an absence is due within five days after the student's return to school. It is the responsibility of the student to check with his/her teacher about all make-up work.

NO CREDIT OPTION FOR MIDDLE SCHOOL STUDENTS

Middle school students who enroll in and successfully complete high school courses receive high school credit, which counts toward meeting the state-prescribed graduation requirements. The course grades become a part of the high school transcript and are included in the student's grade point average.

Virginia Board of Education regulation VAC 20-131-90C, effective for the 2003-2004 school year and subsequent school years, allows parents to request that final grades in credit-bearing courses taken in middle school be omitted from the student's transcript and the student not earn high school credit for the course.

If the course removed is the first course in a sequence of courses, i.e. a prerequisite for further courses in the same curricular area, that course must be taken again for credit and completed satisfactorily before the student can be enrolled in any other course(s) in the sequence. Parents are mailed a letter detailing this option. The parent must complete the supplied form and return it to the Director of Secondary Leadership within ten (10) school (business) days after the last day of school.

HONOR ROLL RECOGNITION

Elementary school; Middle school; High school.-All students in elementary school (grades 1-5), Middle school (grades 6-8), and high school (grades 9-12) are eligible for receiving recognition for academic achievement (Honor Roll) when at the end of a grading period they have earned on their report card letter grades no less than a “B-“in all subject areas. This includes in elementary school a grade of “S” in art, music, and physical education; in middle school, letter grades no less than a “B-“in all exploratory courses and in high school, letter grades no less than a “B-“in all electives. (Issued September 12, 2001; Revised May 3, 2011; Effective: July 1, 2011)

MIDDLE SCHOOL PROMOTION POLICY

Grades 6 through 8 promotion criteria. — Except in cases where the division superintendent recommends student promotion based on rationale determined by the division, the promotion criteria must be met. Suffolk Public Schools shall use multiple criteria which include but are not limited to: (i) demonstrating mastery by successful completion of the four core subjects of English, Mathematics (which may include a high school credit-bearing math course) Science, and History/Social Studies, or (ii) demonstrating mastery by achieving proficiency on local and/or State-mandated assessments in English and Mathematics (which may include a high school credit-bearing math course); and (iii) meeting the requirements of the divisions attendance policy.

Students failing no more than one core subject in middle school may attend summer school for promotion. Promotion will be dependent on the student’s successful completion of the course with a passing grade. Any student in grades 6 through 8 who fails the local or State assessments in English and/or Math may be required to attend summer school or other remediation. (Issued July 11, 2014; Revised 1/28/20; Revised 5/1/23)

HIGH SCHOOL INSTRUCTIONAL SERVICES

HIGH SCHOOL GRADING SCHEDULE

Effective with the 2019-2020 School Year
(Revised August 12, 2019)

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

Legal Authority – School Board Policy § 8-31.4

Grades on all daily activities, test and report cards shall carry only the above marks as indicated for the specified grade levels. Additional comments may be included on the report cards.

High School Grades 9-12

Category	Minimum Number of Grades	Percentages
Tests	3	35%
Quizzes	4	30%
Guided Practice	6	25%
Independent Practice*	6	10%

Additional Information: Minimum number of grades for high school courses is per nine weeks period. Students in a 4x4 scheduled course should receive the minimum number of grades each nine week period. Students in an alternating day course should receive the minimum number of grades per each nine week period. Teachers with an alternating day course may reduce required grades by one in the fourth nine weeks due to SOL testing and expedited retesting.

*Independent practice will be reviewed as an independent student and/or a reinforcement activity. Teachers should teach the lesson, check for understanding, and give guided practice during the class time. The student’s level of performance and the difficulty of the assignment will be considered in determining the amount of independent practice assigned. The basic purposes of independent practice are practice, preparation for new learning and elaboration of learning. Independent practice should only be assigned after students are provided an opportunity for guided practice. Independent practice should be assessed for attempt, not mastery and always include teacher feedback.

Semester and Year-Long Grades

Semester grades consist of two nine (9)-week grades added together and divided by two. Year-long grades consist of two semester grades added together and divided by two. -For example, of the term grade, 88 first semester and 94 second semester, totals 182 divided by 2 equals 91..

CLASS RANK: HIGH SCHOOL STUDENTS

- A. In computing class rank of high school students, the following procedures shall be used:
Each indicated value for a year credit is to be recorded once. The values are to be totaled (i.e., the grade for a two credit course will count two times; the grade for a three credit course will count three times). Divide the total value by the number of credits earned to obtain the cumulative grade point average. The division of the total is to be carried three decimal places in obtaining the grade point average of the student.
- B. A student may repeat a course and the higher grade will be used in determining class rank.
- C. Class rank is to be determined by assigning the highest average rank a number one; the second highest rank a number two; etc. In cases where more than one student has the same numerical average, all students with that average will be given the same rank. The next highest average will assume the next rank position, which will indicate the number of students having a higher rank.

Example:

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

The student with the next highest average shall have the rank of five in the class, indicating that there are four students higher.

- D. Students shall be ranked at the end of the first semester of the senior year. Only those high school credits

earned through high school and any high school credits earned in 8th grade will be used in the ranking (i.e., a total of semesters work and any high school credits earned in 8th grade).

- E. ***To be considered a valedictorian or salutatorian, a student must have completed a minimum of two (2) regular semesters in Suffolk Public Schools prior to computation of class rank.*** Class rank will be announced in the last (fourth) grading period. *In determining class rank, weighted points will be given for any advanced placement, honors and/or dual credit grades earned in another school division which correspond with weighted courses offered by Suffolk Public Schools.* A student may repeat a course and the higher grade will be used in determining class rank. In the case of a sequential course, the lower level course must be taken and the student must earn a passing grade before the student is eligible to take a higher level course. *If the student should decide to repeat a lower level course after having taken the higher level course, the lower level course grade will be used for computing class rank, even though the student may have earned a higher grade after repeating the lower level course.*
- F. A student with a 3.000 average or above is to be considered an honor graduate.
- G. Grade point averages (GPA's) will be carried three decimal places in obtaining the grade point average of the student and will not be rounded.

HIGH SCHOOL PROMOTION POLICY

The following information applies to students who entered **Grade 9 in 2018-2019 and beyond:**

Promotion to Grade 9

- Successfully complete grade 8

Promotion to Grade 10

- Successfully complete at least five (5) credits during the 9th grade school year

Promotion to Grade 11

- Successfully complete at least five (5) credits during the 10th grade school year

Promotion to Grade 12

- Successfully complete at least five (5) credits during the 11th grade school year

For students with an Individualized Education Program (IEP), promotion will be based on achievement as determined by the standards-based IEP.

Graduation requirements outlined by the Virginia Code 8VAC20-131-51 must be met in order for students to be awarded a diploma and be considered a Virginia high school graduate.

REQUIREMENTS FOR GRADUATION

The *Standards for Accrediting Schools in Virginia*, adopted by the Virginia Board of Education, establishes high school graduation requirements. Check the following state site for detailed information about graduation requirements <http://www.doe.virginia.gov/instruction/graduation/index.shtml>.

Approved Courses

Courses approved for the Standard and Advanced Studies Diplomas are available at: <http://www.doe.virginia.gov>

Additional Requirements

- AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#).
- First Aid, CPR, and AED Training - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420](#).
- Demonstration of the 5 C's – In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in Virginia's 5 C's. [This link takes you out of the Virginia Department of Education website](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

*Students entering 9th grade in 2013-2014 and beyond will be required by VDOE to complete a virtual course (Standard and Advanced Studies Diplomas) and obtain an industry credential (Standard Diploma). The students Health and Physical Education 9 and 10 courses will be a blend of face-to-face and virtual. Students will be required to complete selected virtual modules/lessons in each of the courses. Successful completion of both of the classes' modules will meet the requirement for the virtual course.

*Students are also required to complete an Economic and Personal Finance course which includes an industry credentialing assessment. Successful completion of the Economic and Personal Finance assessment or an assessment associated with another Career and Technical Education course will satisfy the industry credentialing requirement.

Students seeking a standard or advanced diploma are required to complete at *least two sequential electives*. Students are strongly encouraged to complete a sequence in career and technical education to match their career plans.

Service Learning Requirement

Students enrolled in 9th grade in 2020-21 and beyond will be required to complete a service learning experience embedded in a core area course. Service Learning (SL) experiences enable students to learn to apply academic, social, and personal skills to improve the community, continue individual growth, and develop a lifelong ethic of service. During a service learning experience, students identify an interest and a community need, and then develop and complete a project under the supervision of a staff member or teacher.

Students must successfully complete one of the following diploma plans:

STANDARD AND ADVANCED DIPLOMA OPTIONS

<i>Discipline Area</i>	<i>Standard Diploma Standard Credits</i>	<i>Advanced Diploma Standard Credits</i>
English	4	4
Mathematics	3	4
Laboratory Science	3	4
History and Social Sciences	3	4
Health and Physical Education	2	2
World Language	Optional (1 or more)	3 or more
Fine Arts, or Career and Technical	1 or more	1
Economics and Personal Finance	1	1
Electives (to include at least 2 sequential electives)	4	3
<i>Total Credits</i>	22	26

GRADUATION REQUIREMENTS (Verified Credits)

Beginning with the graduating Class of 2004, students will be required to earn verified credits by passing a specific number of End-of-Course SOL tests in certain subject areas prior to high school graduation.

	Standard Diploma Six (6) Credits	Advanced Studies Diploma Nine (9) Credits	Standard and Advanced Diploma (2018-2019 and beyond) Five (5) Credits	Applied Studies Diploma
Disciplines	<i>Entering 9th Grade 2003-04 to 2017-2018</i>	<i>Entering 9th Grade 2003-2004 to 2017-2018</i>	<i>Entered 9th Grade 2018-2019 and beyond</i>	<i>Entering 9th Grade in 2013 and beyond</i>
English: Writing	1	1	1	
English: Reading	1	1	1	<i>Meets Standards-Based IEP Goals</i>
History/Social Science	1	2	1	
Mathematics	1	2	1	
Science	1	2	1	
Student Selected	1	1		
TOTAL:	6	9	5	

Any student enrolled in an alternative education program may be promoted or retained based on regulations specific to each program and/or grade level. (Issued July 11, 2014; Revised June 12, 2018; Effective June 12, 2018)

Legal Authority – School Board Policy § 8-33.1

THE HIGH SCHOOL CURRICULUM

Students have the opportunity to enroll in a variety of courses through the high school program. The high school courses are aligned with the Virginia Standards of Learning. Advanced placement courses are aligned with the College Board standards and dual credit courses meet the community college standards.

Check the Program of Studies for the complete listing of current course offerings.

ALTERNATIVES TO ANIMAL DISSECTION

VIRGINIA BOARD OF EDUCATION GUIDELINES

House Bill 1018, the 2004 General Assembly Code of Virginia § 22.1-200.01

Introduction

Pursuant to House Bill 1018, the 2004 General Assembly amended the Code of Virginia to include § 22.1-200.01 directing the Board of Education to establish guidelines to be implemented by local school divisions regarding alternatives to animal dissection. The Board of Education recognizes that divergent opinions may exist about the role of animal dissection as a means of achieving certain instructional goals in the biological sciences. Therefore, in order to ensure the integrity of the instructional program, while respecting legitimate objections to animal dissections, the *Alternatives to Animal Dissection Guidelines* must be observed. These guidelines will apply to all public schools.

Code of Virginia § 22.1-200.01

§ 22.1-200.01 Alternatives to animal dissection.

Local school divisions shall provide students with alternatives to animal dissection techniques within the relevant public school curriculum or course. The Board of Education shall establish guidelines to be implemented by local school divisions regarding such alternative dissection techniques. Such guidelines shall address, but shall not be limited to, (i) the use of detailed models of animal anatomy and computer simulations as alternatives to dissection; (ii) notification of students and parents of the option to decline to participate in animal dissection; and (iii) such other issues as the Board deems appropriate.

Definition of Dissection

“Dissection” involves the manipulation of properly preserved animals or animal parts for scientific study, which includes incising and may be followed by inspecting, touching, handling, and mounting.

DISSECTION GUIDELINES

1. Alternatives to animal dissection are available to students in Suffolk Public Schools.
2. One or more alternatives to animal dissection techniques, including, but not limited to, computer programs, Internet simulations, plastic models, videotapes, digital video discs, and charts, are available in the relevant biological sciences classes that incorporate dissection exercises. The alternative technique will require a comparable amount of time and effort as the dissection exercise.
3. The alternative technique will be chosen to provide the student, through means other than dissection, with knowledge similar to that expected to be gained by other students in the course who perform, participate in, or observe the dissection.
4. Testing procedures that do not require the use of dissected specimens will be an option for those who choose an alternative technique.

Suffolk Public Schools

OPTING OUT OF PHYSICAL ANIMAL DISSECTIONS

In accordance with Virginia Board of Education guidelines regarding dissections, Suffolk Public Schools will provide alternatives to physical dissections for students who may be disturbed by the process.

The alternatives may include, but are not limited to, computer simulation, plastic models, video, or charts. The teacher's discretion will be used in selecting the dissection alternative. The student will be provided with information and assistance as deemed necessary.

Any student objecting to participation in physical animal dissections is required to obtain a signature from his or her parent or legal guardian.

Please sign this form for opted-out status.

I, _____ (student), have read and understand the state guidelines for animal dissection. I am choosing to use alternative dissection methods.

I, _____ (parent), have read the state guidelines. I have discussed these guidelines with my child. He/she has my permission to utilize alternative dissection methods.

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

WHITE-Student/Parent

CANARY- Science Teacher

(DO NOT REMOVE: FORM IS AVAILABLE AT YOUR CHILD'S SCHOOL)

TRANSFER STUDENTS

Records of transferred students shall be sent directly to the school receiving the student upon request of the receiving school. This must be completed within five (5) business days from the receipt of the request.

The transcript of a student who graduates or transfers from a Virginia secondary school shall show that a minimum of 22 units of credit courses in grades 9-12 are required for graduation for students in high school.

Students transferring into a Virginia school division shall be required to earn 22 units of credit or the equivalent for graduation. Each student's prior record shall be evaluated to determine the number and content of additional credits required for graduation. Specified courses normally taken at lower grade levels shall not be required, provided the student has completed the courses required at those grade levels by the school division or state from which he/she transferred. Students transferring from states not giving credit for health and physical education shall not be required to repeat these courses.

See the following state website on transfers for more information:

http://www.doe.virginia.gov/instruction/graduation/student_transfers.shtml.

POTENTIAL RETENTION

Parents shall be notified by the 3rd marking period that the child is being considered for retention. Specific reasons for the recommended retention shall be documented and provided to the parent.

DIPLOMAS & CERTIFICATES

ELEMENTARY & MIDDLE SCHOOL CERTIFICATES AND CEREMONIES

Graduation certificates shall not be issued to students moving from one grade level or school nor should any of these ceremonies be designated as "graduation" ceremonies.

CERTIFICATES OF GENERAL EDUCATIONAL DEVELOPMENT

The State Department of Education will issue a General Education Development Certificate to those persons who apply for, and successfully complete, required examinations under the following restrictions:

1. The applicant must be at least 18 years of age. Under no circumstances may an applicant be permitted to take the test prior to the time that he/she would have graduated had he/she remained in school and made normal progress.
2. The applicant must be a resident of Virginia and must be a legal resident of Suffolk at the time of testing.
3. The applicant must attain a passing score 145 on each of the complete battery of tests provided by GED Testing Services.
4. Successful completion of the GED test will not entitle the successful applicant to a high school diploma; however, a certificate of equivalency will be issued which is accepted by certain employers and/or schools in lieu of a high school diploma by the State Department of Education.
5. An applicant who fails to qualify for a certificate after their third attempt may be retested provided at least 60 days have lapsed since the last testing.
6. A Virginia resident must make an application in the school division in which he/she lives. The application must be approved by the school division Superintendent or designee.

INDIVIDUALIZED STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP)

1. Students must be at least 16 years of age.
2. Students must qualify for ISAEP by passing a reading test and scoring at least a 125 on each of the Official Practice Tests (OPT) to be eligible for enrollment.
3. Students must score at least a 145 on OPT to be recommended to take the GED test.
4. Students must also meet the requirements for completion of a career and technical education course
5. Students must meet requirements 2 through 6 as described for those 18 years and older
6. Beginning July 1, 2012, all students enrolled in an ISAEP program must be enrolled in coursework whose goal is the attainment of a Board of Education-approved career and technical education (CTE) credential and complete coursework in economics and personal finance in addition to preparing for and taking the GED® Tests.
7. Beginning July 1, 2022, all students enrolled in an ISAEP program must complete a Service Learning Project.

CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED FORCES

The amount of credit that may be awarded a veteran shall be determined at the discretion of the Superintendent and the principal in accordance with the recommendations of the American Council on the Education's publication, A Guide to the Evaluation of Educational Experiences in the Armed Services.

DANTES – DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATIONAL SUPPORT

Veterans or members of the armed services must take, and successfully complete, the General Educational Test before they will be eligible for issuance of a Certificate of General Educational Development. The Certificate of General Educational Development will not be issued on the results of tests administered by the armed forces.

STANDARDIZED TESTING

THE STANDARDS OF LEARNING ASSESSMENTS

The Standards of Learning (SOL) assessments were designed to measure student achievement throughout the state of Virginia. Students in grades 3 through 8 and high school students are tested in selected core areas. Students in grades 8 and 11 will also be assessed in Writing. During the spring of each year, Standards of Learning testing is administered to students who are currently enrolled in SOL tested subjects who require a verified credit. Students enrolled in end-of-course subjects are provided an opportunity to test during the summer, fall and spring each year.

VIRGINIA STANDARDS OF LEARNING (FREQUENTLY ASKED QUESTIONS)

- How do I ask the school district a question about the Standards of Learning Testing?
- What is the link between the SOL and the SOL tests?
- Who takes the SOL tests?
- What can parents do to help?
- What are the consequences for not passing the SOL tests?
- What if I'm a student who failed my class but passed the SOL test?
- Are we using the results from the tests to identify areas that need improvement - at the school and student level?
- Do all special education students take the SOL tests? Are special accommodations made for those who need assistance?
- What about transfer students - do they have to take the tests?

How do I ask the school district a question about the Standards of Learning Testing?

Aside from directing questions to your child's teachers, school counselor and principal, you can direct SOL test questions to the [Assessment Department](#).

What is the link between the SOL and the SOL tests?

The SOL tests contain questions that are based on the standards. The purpose of the SOL testing program is to measure how well students have learned the knowledge, processes, and skills. The tests are accountability measures designed to assess how well students have learned the state standards.

Who takes the SOL tests?

Students enrolled in grades 3 through 8 are administered tests designed to measure grade level content. The tests are given annually in English and mathematics to students in grades 3 through 8. The science tests are administered in grades 5 and 8. The history/social science tests are administered in grades 4 and 7. Students in high schools and middle schools who are enrolled in an end-of-course subject are administered tests in Reading/Literature and Research, Writing, Algebra I, Algebra II, Geometry, Earth Science, Chemistry, Biology, World History I and II, and VA & US History.

What can parents do to help?

It is a better partnership when parents and the schools are working together to ensure that the student is mastering the concepts and skills needed. Parents should also take an interest in what their child is learning, set aside time without distractions for homework, and communicate with teachers regularly, especially if there are questions or concerns. Even for high school students, it is important for parents to monitor what the student is learning and emphasize the importance of doing well. Helping children understand the importance of taking tests seriously is another big part of what a parent can do. Also, be sure students are rested and eat a good breakfast on testing days, and offer plenty of encouragement and support. Finally, there are two critical things a parent can do to help their child be successful in school: (1) Keep your child motivated to learn. (2) Encourage good behavior in school.

What are the consequences for not passing the SOL tests?

To be awarded a standard diploma, a student must pass five SOL end-of-course tests. Students must also get a passing grade in the course in order to get the verified credit. To be awarded an advanced studies diploma, a student must also pass five end-of-course tests.

What if I'm a student who failed my class but passed the SOL test?

Passing the SOL test is only one of the multiple criteria for earning verified credit in that course. If you fail the class, you still have to meet the necessary requirements as set forth by the school division to pass that course.

Are we using the results from the tests to identify areas that need improvement —at the school and student levels?

The school division works with teachers to support their understanding of how to look at test data and identify areas that need to be addressed. We are looking at better ways to communicate individual student's test data with parents. Ideally, a teacher will review an individual student's test data and determine the areas for improvement. The teacher will then inform the parent and suggest areas they can help with at home. The teacher will also work with the child in class. In addition, we need to make sure teachers are teaching the subject matter the same way the students will be tested. Furthermore, the school district needs to make sure the SOL's are aligned with the curriculum, and that the teachers are comfortable teaching them.

Do all special education students take the SOL tests? Are special accommodations made for those who need assistance?

All students must take the SOL tests unless it is deemed inappropriate in their Individualized Educational Plan (IEP), English Language Learner Plan (ELL) or 504 Plan. Those who will not take the test because it is written into their plan will be expected to demonstrate proficiency on another type of alternative assessment prescribed by the Virginia Board of Education. The alternative forms of assessment are the Virginia Alternate Program (VAAP) and the Virginia Substitute Evaluation Program (VSEP). The state does allow special needs students to use accommodations when taking SOL tests. The state also provides audio, Braille, and large print editions of the SOL tests.

What about transfer students — do they have to take the tests?

The state has addressed the issue of transfer students specifically at the twelfth grade level. Specific provisions have been made for students transferring at the beginning of their senior year. Students transferring after the beginning of the school year shall be given every opportunity to earn a standard or advanced diploma. However, if it is not possible to do that, then arrangements should be made for a diploma to be granted by their previous school. If that arrangement cannot be made, then a waiver of verified credit requirements may be granted. There is no definitive answer; decisions will be made on a case-by-case basis. Other transfer students will be contacted by the school testing coordinator if SOL testing is required.

ADDITIONAL TESTING OPPORTUNITIES

Suffolk Public School students are also assessed using Local Standards of Learning assessments, PSAT, SAT, ASVAB, and Advanced Placement Tests.

EMERGENCY SCHOOL CLOSINGS

If an early closing of school becomes necessary due to weather conditions, etc., students need to know what to do and where to go when they get off the school bus. Parents should talk to their child concerning these procedures. The safety of students is our major concern. There may be times that school dismissal will be delayed due to extreme weather conditions or for other reasons. Using all the communications resources available, the division will work to get the message out to parents.

When a decision is made to close or delay the opening of Suffolk Public Schools because of weather conditions or to close a single school for other reasons, detailed information will be provided to area TV stations, announcements will be posted on our website at www.spsk12.net and also on division social media sites. Automated phone calls will go out to students and staff. The numbers called are based on contact information stored in the division's database.

DELAYED OPENING OF SCHOOL

Under the delayed opening plan for Pre-K - 12, the school day would begin either one or two hours later than usual due to inclement weather, hazardous conditions, or power outages. Bus pick-ups would begin either one or two hours later than normal pick up times dependent on the announced delayed opening. Elementary students would not be allowed to arrive before **10:00 a.m.** on one hour delayed opening days and **11:00 a.m.** on two hour delayed opening days. Secondary students would not be allowed to arrive before **8:00 a.m. (middle) / 9:00 (high)** on one hour delayed opening days and **9:00 a.m. (middle) / 10:00 a.m. (high)** on two hour delayed opening days as staff would not be available to supervise early arrivals. Breakfast would not be served on either delayed opening schedule. Lunch would be served. The AlphaBest Education school based before-school child care programs will follow the same delayed opening schedule to arrive at **7:30 a.m.** on a one hour delay and **8:30 a.m.** on a two hour delay. The "One or Two-Hour Delayed Opening" announcement would be carried by the same radio and television stations that carry school closure announcements and would be specifically announced as such. Dismissal time and after-school activities would remain the same unless otherwise noted

DELAYED OPENING- FOOD & NUTRITION SERVICES

Breakfast will not be served. Staff will be notified and report no less than two hours prior to lunch service.

DELAYED OPENING - ELEMENTARY SCHEDULE

As most classes are self-contained, schedules will be adjusted accordingly.

DELAYED OPENING – SAMPLE MIDDLE SCHOOL/HIGH SCHOOL SCHEDULE

Two Hour Delay Schedule		
High School	Start	End
Block 1	10:20 AM	11:05 AM
Block 2	11:10 AM	11:55 AM
Block 3	12:00 PM	12:45 PM
Block 4 (Lunch)	1:00 PM	3:00 PM
<i>CCAP students will stay at their base schools on any Inclement Weather Days.</i>		
Middle School	Start	End
Blocks 1 and 2	9:30 AM	10:30 AM
Blocks 3 and 4	10:30 AM	11:30 AM
Blocks 5 and 6 (lunch)	11:30 AM	1:00 PM
Blocks 7 and 8	1:00 PM	2:00 PM
Early Dismissal Schedule		
High School	Start	End
Block 1	8:20	8:55
Block 2	9:00	9:35
Block 3	9:40	10:15
Block 4 (Lunch)	10:20	12:25
<i>CCAP students (A.M. and P.M. students) will alternate Early Dismissal days starting with A.M. students going to CCAP on October 6, 2023.</i>		

Middle School	Start	End
Blocks 1 and 2	7:30 AM	8:30 AM
Blocks 3 and 4	8:30 AM	9:20 AM
Blocks 5 and 6 (lunch)	9:20 AM	10:05 AM
Blocks 7 and 8	10:05 AM	11:25 AM

TRANSPORTATION FOR DELAYED OPENING OF SCHOOL

Upon receiving a delayed opening, parents should adjust their times according to the type of delay (1-hour or 2-hour). Please note the Parent Portal app (bus tracker) will not be available under delayed or early dismissal plans.

COMMUNICATIONS

BLACKBOARD MASS NOTIFICATION SYSTEM

Suffolk Public Schools uses the automated notification system called Blackboard Communicate to keep parents updated about emergency situations, weather closings or delays, and general announcements. The student telephone number dialed by the Blackboard Communicate is the primary phone number entered in the school division's student information database. If parents are not receiving Blackboard Communicate calls, please check with your child's school to update the student information database.

Blackboard Communicate allows families to sign up for text messaging and email notifications as well. Courtesy notifications concerning daily student absences and delinquent school lunch accounts also use the system. The system is used as an enhancement, not a replacement, of the traditional communication methods in place, including the district website, letters or personal phone calls to parents, and announcements by the local media outlets.

OTHER AUTOMATED COMMUNICATIONS

In an effort to share information with families in a timely and convenient manner, Suffolk Public Schools uses the contact information you have provided to your child's school for a variety of general communications. The telephone numbers may be used to make automated messaging calls or text messages for emergency situations, as well as student attendance, student meal balances, late buses, surveys, and both division-level and school-specific announcements. The email addresses may be used for similar communications, as well as electronic flyers through Peachjar eflyer system. Parents and community members may also receive notification through our division-wide mobile app.

COMMUNICATION PROTOCOLS

To Whom Should I Direct my Question, Suggestion or Concern?

The communication protocol helps to promote direct, open, and respectful interactions so that problems and concerns can be resolved quickly and effectively. Communication should begin with the staff member closest to the situation, as that person will usually have the most information. At times, additional personnel are required to resolve specific situations. Appropriate communication channels for a variety of topics are listed below. Suffolk Public Schools encourages any and all questions from parents and residents regarding school matters.

**Direct messaging on any social media platform including but not limited to Facebook, Twitter and/or Instagram is not considered a formal platform for Suffolk Public Schools employees to engage in work/school related communication. Suffolk Public Schools administrative team does not encourage providing a response to community or public inquiries via "Direct Messaging."

Athletics and Activities

- Athletic Coach; *if not resolved...*
- Director of Student Activities; *if not resolved...*
- Coordinator of Athletics & Activities: Ronald Cabbler , ronaldcabbler@spsk12.net

Communication & Community Engagement/FOIA

(Community Engagement)

- Building Secretary; *if not resolved...*
- School Principal, *if not resolved...*
- Community Engagement Facilitator: Melvin Bradshaw, melvinbradshaw@spsk12.net; *if not resolved...*
- Communications & Community Engagement Officer, Anthonette Dickens, anthonettedickens@spsk12.net

(Communication)

- Building Secretary; *if not resolved...*
- School Principal; *if not resolved...*
- Media Technician: Jerrel Thomas, jerrelthoms@spsk12.net; *if not resolved...*
- Communications & Community Engagement Officer, Anthonette Dickens, anthonettedickens@spsk12.net

(FOIA)

- The official email for all FOIA inquiries is foia@spsk12.net.

Curriculum & Instruction

(Instructional)

- Teacher; *if not resolved...*
- School Principal; *if not resolved...*
- Assistant Principal; *if not resolved...*
- Director of Secondary/Elementary Leadership; *if not resolved...*
- Director of Curriculum & Instruction, Dr. Maria Lawson-Davenport, marialawson-davenport@spsk12.net
- ***Special Education, Elementary Education & Secondary education will follow the steps provided above under Curriculum and Instruction Communication Protocols.**

Facilities and Maintenance

- Bills Payable / Invoicing: Gail Wilkins, gailwilkins@spsk12.net
- Custodial Leave/ Substitutes: Nancy Edick, nancyedick@spsk12.net
- Custodial Operations: Harold Downes, harolddownes@spsk12.net
- Facilities Operations: Vernon Jackson, vernonjackson@spsk12.net
- Archived Records: Glenda Langston, glendalangston@spsk12.net
- All other matters or unresolved matters: Director of Facilities and Maintenance, Terry Napier, freddienapier@spsk12.net

Finance and Purchasing

(Finance)

- Payroll: Tomeka Doleman, tomekadoleman@spsk12.net
- Health Benefits: Cammie Phillips, cammiephillips@spsk12.net
- Retirement: Terry Johnson, terryjohnson@spsk12.net
- Travel/Accounts Payable: Jennifer Griggs, jennifergriggs@spsk12.net
- All other matters or unresolved matters: Emma Hundley, emmahundley@spsk12.net and copy Wendy Forsman, CFO, wendyforsman@spsk12.net

(Purchasing)

- General questions: Anthony Hinds, anthonyhinds@spsk12.net
- P-card checkout: Linda Bates, lindabates@spsk12.net
- All other matters or unresolved matters: Wendy Forsman, CFO, wendyforsman@spsk12.net

Food and Nutrition Services

- Cafeteria Manager; *if not resolved...*
- Building Principal; *if not resolved...*
- Supervisor of Food Services: Angela Howell, angelahowell@spsk12.net; *if not resolved...*
- Director of Food Services: Lawrence Whiting, lawrencewhiting@spsk12.net

Human Resources

- Human Resources Technician (Licensure, FMLA): Beth Simpkins, bethsimpkins@spsk12.net
- Human Resources Technician (Licensure, FMLA): Erma Goodman, ermagoodman@spsk12.net

- Human Resources Technician to Jessica Avery: Joyce Black, joyceblack@spsk12.net
- Administrative Assistant to Dianne Whiting: Tammy Motley, tammymotley@spsk12.net
- Administrative Assistant to Melodie Griffin: Devries Wicks, devrieswicks@spk12.net
- Coordinator of Employee Relations, Melodie Griffin, melodiegriffin@spsk12.net
- All other matters or unresolved matters: Jessica Avery, Director of Human Resources, jessicaavery@spsk12.net

Student Health

- School Nurse; *if not resolved...*
- School Principal, *if not resolved...*
- All other matters or unresolved matters: Coordinator of Health Services: Sara Williford, sarawilliford@spsk12.net; copy Chief of Administrative Services , rodneybrown@spsk12.net

Student Services

- Student Appeals (After Discussion with Principal): Randolph Boone, randolphboone@spsk12.net
- Student Attendance: David LeFevre, davidlefevre@spsk12.net
- Out-of-Zone Waiver Requests: Carmen Smith, carmensmith@spsk12.net
- School Counselors: Angela King, angelaking@spsk12.net
- Homelessness (McKinney-Vento) Liaison: Randolph Boone, randolphboone@spsk12.net
- Foster Care Liaison: Randolph Boone, randolphboone@spsk12.net
- Social-Emotional Learning: Cynthia Devers, Coordinator of Social-Emotional Learning, cynthiadevers@spsk12.net
- All other matters or unresolved matters: Chief of Administrative Services, Dr. Rodney J. Brown, rodneybrown@spsk12.net.

Transportation

(Pickup, routes)

- Zone Supervisor with a CC to Director; *if not resolved...*
- Director with a CC to Chief of Administrative Services; *if not resolved...*
- Chief of Administrative Services with a CC to Superintendent; *if not resolved...*

(Behavior on School Buses)

- Bus Driver; *if not resolved...*
- Principal; *if not resolved...*
- Director of Secondary/Elementary Leadership; *if not resolved...*
- Chief of Administrative Services; Dr. Rodney J. Brown, rodneybrown@spsk12.net



NEWS MEDIA OPT-OUT FORM

Parents: If you do NOT turn in this form, you agree that Suffolk Public Schools can share your child’s photo and information for publicity and recognition on our school’s websites, social media platforms, and local news media outlets. This form is optional and is not mandatory.

School Year 2023-2024

Dear Parent or Guardian,

In an effort to share news and information, celebrate our school, students, and teachers, and engage with our SPS community, Suffolk Public Schools posts items on its own school websites and social media platforms throughout the year. This routine news coverage also often involves cooperation with the news media, such as newspapers, television stations, radio stations, and other media agencies. Some examples of news we may share include unique classroom activities and lessons, artistic awards and performances, and academic recognitions, such as honor roll lists. Please note the school division seeks to ensure that such media access to students will not unreasonably disrupt instruction or jeopardize the safety of students or staff. The division carefully screens all requests from outside groups to ensure student accomplishments are highlighted in a responsible and appropriate way.

Information about your child, including his/her name, grade, age, photograph, and comments may be published if he/she is part of one of the activities. Photos/videos of students taken throughout the school year student writings and answers to reporters’ interview questions may be randomly placed on the pages of the printed and web versions of school publications as well as shared with the media. **Any information posted on a Suffolk Public Schools social media page is considered public information and may be subject to monitoring, moderation, or sharing by third parties. We are not responsible for the content, or accuracy of items posted or shared by third parties, nor any website accessed through these links. We do not endorse or guarantee the accuracy of the content posted by others.**

Suffolk Public Schools will continue its “opt-out of identification by media” procedure. “Opt-Out” means that unless your child’s school has a signed “opt-out” form on file, your child’s information together with your child’s photo may be used in any of the above stated media capacities. Should you wish to “opt-out” and **NOT** permit your child’s photo together with your child’s information be publicly shared, please complete the form below and return to your child’s teacher. While Suffolk Public Schools will not disclose your child’s information on our school websites or social media platforms, the school division cannot monitor third-parties use of facial recognition technology. Facial recognition is the automatic processing of digital images containing individuals’ faces for identification or verification of those individuals by using face templates.

Please be aware that submitting a signed opt-out form **DOES NOT** prevent Suffolk Public Schools from photographing or videotaping your child to share publicly. It only prevents Suffolk Public Schools from providing your child’s information together with your child’s photo. A new form must be submitted each year.

PLEASE NOTE: YOU DO NOT HAVE TO FILL OUT THIS FORM IF YOU PERMIT YOUR CHILD’S PHOTO & INFORMATION TO BE SHARED.

OPT-OUT of IDENTIFICATION by MEDIA FORM for 2023-2024-SCHOOL YEAR

I elect **NOT** to permit Suffolk Public Schools to use my child’s information together with my child’s photo in any form of media publication (such as Internet, photography, publishing, recording or videotaping) generated by Suffolk Public Schools or news media organizations.

Child’s Full Name: _____

School and Grade: _____ Date: _____

Parent/Guardian Full Name (Printed): _____

Signature of Parent/Guardian: _____

Contact Telephone Number: _____

SOCIAL MEDIA DISCLAIMER STATEMENT

Suffolk Public Schools uses social media platforms to share news and information, celebrate our school, students, and teachers, and engage with our SPS community. We encourage you to share your support, connect with others, and visit frequently for news and updates. Please note that we cannot monitor our SPS social media accounts 24/7. Direct messaging on any social media platform, including but not limited to Facebook, Twitter, and/or Instagram, is not considered a formal platform for Suffolk Public Schools employees to engage in work/school-related communication. The Suffolk Public Schools administrative team does not encourage providing a response to the community or public inquiries via “Direct Messaging.”

SOCIAL MEDIA COMMENTING GUIDELINES:

We ask that all comments, private messages, and other interactions on SPS social media accounts be respectful and courteous. We reserve the right to remove or hide content that includes, but is not limited to:

- discrimination on the basis of race, creed, color, age, religion, gender, marital status, status with regard to public assistance, national origin, physical or mental disability, or sexual orientation
- obscene, defamatory, harassing, discriminatory, violent, vulgar, hateful or sexual material
- off-topic or disruptive remarks
- advocating the commission of a criminal act
- repeated posted content (Any subsequent posting of identical information will be deleted)
- spam, advertising, or commercial solicitations for information
- promotion or opposition of any person campaigning for election to a political office
- confidential material (posts that disclose information that Suffolk Public Schools and its employees are required to keep confidential by law or administrative rules)

Suffolk Public Schools reserves the right to temporarily block or ban users whose posts or comments on SPS social media pages fall within the above categories.

All posts and correspondence received by SPS may be subject to the [Virginia Freedom of Information Act \(FOIA\)](#) and records retention requirements. As a result, SPS may be obligated to retain posts and correspondence in its records and/or to disclose them if requested. Any information posted on a Suffolk Public Schools social media page is considered public information and may be subject to monitoring, moderation, or disclosure to third parties. For questions, please email socialmedia@spsk12.net.

Impersonating an official Suffolk Public Schools social media account or posting false information about or from the school system under an anonymous account or alias is prohibited. Depending on the nature of the post, such action may result in notification to local law enforcement. If made by an employee or student, it could result in disciplinary action.

INTELLECTUAL PROPERTY RIGHTS WAIVER

Suffolk Public Schools encourages and supports technical and creative efforts, artistic or literary works, and other academic and service activities and products of our staff, and students. As part of the mission of the school division, our students produce written materials, and many other expressions of research and creativity. These works often involve the rights and rewards of ownership and can affect the individuals involved as well as the school division as a legal entity.

The following are the guiding principles:

1. The school division encourages the discovery and development of original works and dissemination of knowledge as part of its academic mission.
2. The school division recognizes that the development of original works and the rights to, benefits from, and responsibilities for these works may arise from a variety of efforts.
3. The school division recognizes that ownership and benefit from intellectual property may be multifaceted and strives to ensure appropriate benefits to all contributors.

_____ along with the student’s parent and/or legal guardian
Student Name

hereby waives, forfeits and relinquishes any and all rights, title or interest the student may have

in any intellectual property created by the student as may be set forth in

Description of Intellectual Property

Signed this _____ day of _____, 20_____.

Student Name

Parent/Legal Guardian

Principal

TECHNOLOGY

INTERNET REGULATIONS

Article IV

REGULATIONS GOVERNING STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES

Section 6-4.1. Statement of purpose; safety training and supervision required; written parental consent required; student responsibility.— A. Suffolk Public Schools makes available to students access to its electronic communication system for educational purposes. The electronic communications system is defined as the District’s network, servers, computer workstations, telephones, printers, modems, video, fax transmissions, peripherals, applications, databases, library catalog, online resources, Internet access, email, multimedia, instructional materials, and any other technology designated for use by the District for students. Personal equipment (cell phones, laptops, iPods, IvIP3 players, DVD players, cameras, other devices connected to the network wired or wireless, etc.) used on school property is also subject to this regulation. Use of the electronic communication system is a privilege. With this educational opportunity comes responsibility. In order for the School District to be able to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of internet resources.

B. Teachers and other Staff will make reasonable efforts to provide Internet safety training and supervise student use of network and Internet access. Students must understand that inappropriate Internet use can result in one or more of the following; school discipline, loss of the privilege of using Internet resources and/or criminal prosecution.

C. Below is the Acceptable Use and Internet Safety Regulation (“Regulation”) of the School District and the Data Acquisition Site that provides Internet access. Upon reviewing, signing, and returning this Regulation, a student will be eligible for Internet access at the school he/she attends. The “PARENT’S OR GUARDIAN’S AGREEMENT” must be signed and returned as Suffolk Public Schools cannot provide access to any student until the “PARENT’S OR GUARDIAN’S AGREEMENT is signed and recorded. Also listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the Suffolk Public Schools Technology Director.

D. Please note that Internet access is part of Suffolk Public Schools’ electronic communications systems. The Internet is a network of many types of communication and information networks, which are used frequently in classroom assignments and include access to library materials and purchased online databases. Some material accessible via the Internet may contain content that is illegal, inaccurate, or potentially offensive to students (or their parents). It is possible for students to access (accidentally or otherwise) these areas of content. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be each student’s responsibility to follow the rules for appropriate and acceptable use.

Legal Authority – School Board Policy § 5-6.3

Section 6-4.2 Personal responsibility—By signing this Regulation, you are agreeing to follow all rules outlined in the regulation and to report violations of the regulation by other students.

Legal Authority – School Board Policy § 5-6.3

Section 6-4.3 Term of permitted use. — A student who returns a properly signed Regulation will have computer network and Internet access for the current school year (to include summer instructional activities).

Legal Authority – School Board Policy § 5-6.3

Section 6-4.4 Acceptable and unacceptable use; consequences for inappropriate use; netiquette—
A. Suffolk Public Schools is providing access to its computer networks and the Internet for educational purposes only.

B. Among the uses that are considered unacceptable and which constitute a violation of this regulation include, but are not limited to, the following:

1. Uses that violate the law or encourage others to violate the law (gambling, hacking, etc.).
2. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures.
3. Transmittal of offensive or harassing messages.
4. Any use which is commercial in nature.
5. To use technology to view, transmit or download pornographic or otherwise objectionable materials.
6. Downloading or plagiarizing copyrighted information without permission from the copyright holder.
7. To use technology to download any program, partial program or game without the express permission of the supervising teacher and Suffolk Public Schools Technology Director.
8. Any use of the technology which causes harm to others or their property.
9. Any improper use of passwords.
10. Sharing your username and/or password with others, borrowing someone else's username (i.e. staff, teacher, or student), password or account access.
11. Any programming vandalism.
12. Any "hacking" activities.
13. Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, pictures, etc.).
14. Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
15. Wasting or abusing school resources through unauthorized system use (e.g. online gaming, Internet radio, downloading music, watching videos, participating in chat rooms, checking personal email, etc.).
16. Any activities designed to expose school district or other computers to computer "viruses".
17. Purposefully opening, viewing, using, or deleting files belonging to another system user without permission
18. Provide personal/private information about any other individual over the Internet, including credit card numbers and social security numbers.
19. Inappropriate cyber communication (cyber threats, cyber bullying, harassment, and/or other inappropriate communications) through open social networking websites offering an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music and videos (Myspace, Facebook, You Tube, etc.) where students can send messages and pictures.
20. Gaining unauthorized access to restricted information or network resources.
21. Any violation of School Board policy or supporting regulations.

C. All users must abide by rules of network etiquette, which include the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
2. Avoid language and uses that may be offensive to other users. Do not use, distribute, or redistribute jokes, stories, or other materials that are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
3. Do not assume that a sender of email is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her email address to third parties. This should only be done with permission or when you know that the individual would have no objection.
4. Be considerate when sending attachments with email (where this is permitted). Be sure that the file is not too large (5 Mb or smaller) to be accommodated by the recipient's system and is in a format that the recipient can open.

Legal Authority – School Board Policy § 5-6.3

Section 6-4.5 Consequences for inappropriate use.— The following consequences may be imposed for inappropriate use of the school division’s technology resources:

1. Suspension of access to the District’s electronic communications system;
2. Revocation of the District’s electronic communications system account(s); and/or
3. Other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

Legal Authority – School Board Policy § 5-6.3

Section 6-4.6. Internet general warning; disclosure of personal information prohibited; illegal activities; parental permission required for disclosure of personal identifiable information; use of filtering software required; network security and monitoring reviewed annually. —

A. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents are the best guide to materials to avoid. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to his/her supervising teacher.

B. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you “meet” on the computer network or Internet without your parent’s permission. If someone attempts to arrange a meeting with you as a result of an internet contact you must report the communication, immediately, to your supervising teacher.

C. It is a violation of this Regulation to use the School’s computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

D. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers, Social Security Numbers, and Student Testing Identifiers. Only a member of the school administration may authorize the release of student information, as defined by Virginia law, for internal administrative purposes or approved educational projects and activities.

E. The School, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The School Division may monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors. The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h] [7]), as meaning any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

F. Network security, filtering, and monitoring procedures will be reviewed and evaluated on a regular basis to address emerging technologies not currently deployed in the system.

Legal Authority – School Board Policy § 5-6.3

Section 6-4.7 No expectation of privacy rights.—Network and Internet access is provided as a tool for student education. The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Legal Authority – School Board Policy § 5-6.3

Section 6-4.8 Failure to follow Internet regulations. — A. The user’s use of the computer network and Internet is a privilege, not a right. A user who violates this regulation, shall at a minimum, have his or her access to the computer network and Internet terminated, which the School District may refuse to reinstate for the remainder of the student’s enrollment in the School District. A user violates this Regulation by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Regulation if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The School District may also take other disciplinary action in such circumstances. In some instances, inappropriate computer and Internet use violates state and/or federal laws and may result in criminal prosecution or juvenile court action.

Legal Authority – School Board Policy § 5-6.3

Section 6.4-9 No warranties of any kind; user assumes full responsibility; cooperation expected.—A. The School District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Regulation. It shall not be responsible for any claims, losses, damages or costs (including fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user’s use of its computer networks or the Internet under this Regulation. By signing this Regulation, users are taking full responsibility for his/her use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the School, the School District, the Data Acquisition Site that provides the computer and Internet access opportunity to the School District and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user’s access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user’s parent(s) or guardian(s) agree to cooperate with the School in the event of the School’s initiation of an investigation of a user and his or her access to its computer network and the Internet, whether that use is on a School computer or on another computer outside the School District’s network.

Legal Authority – School Board Policy § 5-6.3

Section 6-9.10 Updates of account information.—Users, and if appropriate, the user’s parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new Regulation for example, to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents or guardian) or such new Regulation must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by the School to receive such information.

Legal Authority – School Board Policy § 5-6.3

ACCEPTABLE USE, INTERNET SAFETY REGULATIONS AND
GOOGLE APPS FOR EDUCATION
NOTIFICATION OF CHILDREN’S ONLINE PRIVACY PROTECTION ACT

Suffolk Public Schools is providing students with Google Apps for Education (GAFE) accounts. GAFE accounts include free, web-based programs including email, document, spreadsheet, presentation, calendar and collaboration tools for students and teachers. This service is available through an agreement between Google and Suffolk Public Schools.

Google Apps for Education runs on an Internet domain purchased and owned by the district and is intended for educational use only. This permission form serves to obtain parental consent and notification of the Children’s Online Privacy Act (COPPA).

Children’s Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Google Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school’s use of student information is solely for education purposes. For more information about COPPA, please consult www.ftc.gov/privacy/coppafaqs.shtm.

Suffolk’s K-12 Google Apps for Education is available at school and at home via the web. Even though email from known inappropriate sites is blocked, there is always a chance students will be exposed to inappropriate content. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child’s use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.



STUDENT'S AGREEMENT

Every student, regardless of age, must read and sign below: I have read, understand and agree to abide by the terms of the foregoing Acceptable Use, Internet Safety Regulation, and Google Apps for Education Notification. Should I commit any violation or in any way misuse my access to Suffolk Public Schools' technology resources, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

Student Name _____

Signature _____ Date _____

If I am signing this Regulation when I am under 18, I understand that when I turn 18, this regulation will continue to be in full force and effect and agree to abide by this regulation.

PARENT'S OR GUARDIAN'S AGREEMENT

To be read and signed by parents or guardians: As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the School District's Acceptable Use and Internet Safety Regulation for the student's access to Suffolk Public Schools' technology resources. I understand that access is being provided to the students for educational purposes only. I understand that it is impossible for the School to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Regulation. I am therefore signing this Regulation and agree to indemnify and hold harmless the School, the School District and the Internet provider against all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing Regulation. Further, I hereby give permission for my child or ward to use Suffolk Public Schools' technology resources for the term of my child's or ward's attendance at Suffolk Public Schools. I understand that the Acceptable Use and Internet Safety Regulations will be reviewed biennially and updated as needed. I understand that should there be a change in Suffolk Public Schools' Acceptable Use and Internet Safety Regulation, parental permission will be automatically revoked and a new AUP will be issued for signature by the parent/guardian giving permission for their child or ward to use Suffolk Public Schools' technology resources.

Parent or Guardian Name(s) _____ Phone _____

Parent or Guardian Signature(s) _____ Date _____

Revised 4-24-2018

(DO NOT REMOVE: FORM IS AVAILABLE AT YOUR CHILD'S SCHOOL)

Suffolk Public Schools provides devices to students for use while they are actively enrolled in Suffolk Public Schools. It is the responsibility of the student (and guardian) to take care of the device to prevent damage. Damage to student Chromebooks has a significant financial impact on Suffolk Public Schools in parts and labor. This damage ranges from cracked displays, damaged keyboards, case damage, to complete destruction. Normal wear and tear is defined as: expected depreciation that results from daily use not damages as a result of neglect or abuse. Normal wear and tear is as follows: case, keyboard, mouse pad, hinges and other external parts may show light wear and/or light scratches and marks, but no structural cracks or flaws. Neglect or abuse is as follows: cracks in the display, case, covers or hinges, missing or damaged keyboard keys, damaged ports, paint or other markings not from the school district, damage to the camera, damage to the charger, liquid damage, thermal damage, or any other damage that was due to neglect or abuse.

Users should take appropriate care and precautions to ensure the longevity of the school issued Chromebook. Best practices are: power the device off when not in use, place it in a sleeve or other case to protect it while it is not being used, do not use it near food or liquids, keep it clean, don't leave it in a hot or cold location, place it in a secure location when it is not in use, and only use the original charger to charge the device.

Alterations of any form are not considered normal wear and tear. Drops, spills, and liquid immersion are not considered normal wear and tear.

The repair/replacement fee will be charged to every student who has a damaged device. The purpose is to offset the replacement costs of providing repairs or replacement to student issued Chromebooks.

- All students with a damaged device will be charged a \$25.00 fee for each occurrence. This fee includes replacement chargers.
- Students who have lost their device and do not have a police report indicating the device was stolen will be charged \$100.00.
- Students who have damaged the Chromebook beyond repair will be charged a \$100.00 fee.
- A student with a Chromebook damaged in house fire or other natural disaster must return the damaged device in order for the lost/stolen fee to be waived.
- Students who are withdrawing from Suffolk Public Schools will be charged as described above if they return a damaged device \$25.00 or fail to return the device \$100.00.
- Warranty related issues will not incur any charges. All fees will be collected at the school level and remitted to the Suffolk Public Schools Finance Department.
- Students that do not pay the damage fee will not be permitted to take the Chromebook home.
- Loaners will be limited.
- Schools may choose to waive fees for students, however those fees will be deducted from the school allocation.

I acknowledge:

- Receipt of Memo 108 - Repair Fees for Student Check Out Devices Approved June 23, 2022
- **Receipt of the Suffolk City School Board Regulation Manual** and printed therein School Board policy 5-6.3. (Regulations Governing Student Use of Technology Resources) and Code of Virginia sections 22.1-254 (compulsory school attendance), 22.1-279.3 (parental responsibility) and 22.1-279.4 (prosecution of juveniles as adults for certain crimes). I have reviewed the contents.
- **Receipt of the school division's student handbook** provided from the school attended by my child. I have reviewed the contents and acknowledge the school division's use of third-party monitoring tools for student safety.
- That signing below only signifies receipt and review of the documents and furthermore that by signing this statement of receipt, I am not waving but expressly reserving my rights protected by the Constitution or laws of the United States or Commonwealth of Virginia and my right to express disagreement with the school's or school division's policies or decisions.

STUDENT RECORDS

RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Education Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327).

NOTICE FOR DIRECTORY INFORMATION

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside

organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Suffolk Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 30, of each year. Send the notification to: Rodney Brown, c/o Suffolk Public Schools, P. O. Box 1549, Suffolk, VA 23439-1549.

Suffolk Public Schools has designated the following information as directory information:

1. Student's name and address
2. Telephone listing
3. Electronic mail address
4. Photograph
5. Date and place of birth
6. Major Field of Study
7. Grade Level
8. Enrollment status
9. Participation in officially recognized activities and sports
10. Height and weight of a member of an athletic team
11. Dates of attendance
12. Degrees, awards and honors received, except for information regarding the Modified Standard Diploma or other certificate that is awarded only to students with disabilities
13. Most recent educational institution attended

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Suffolk Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following seven areas ("protected information surveys"):

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or his or her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year:

- Family Life Pre-Survey
- Family Life Post-Survey

This list is not exhaustive and, for surveys and activities scheduled after the school year starts, Suffolk Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing to the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C. 20202-5920

SCHOLASTIC INFORMATION

Report card, transcript, standardized test scores: Parents not having legal physical custody of the student shall have access to a student's records unless prevented by a court order.

Parents/students shall have access to their child's/own files and the right to challenge its contents. An opportunity will be provided for correction under regulations established by the Superintendent or his/her designee. With permission of the student or the parent, the permanent record of the student may be sent to other schools outside the division or other persons specifically noted. A reasonable fee will be charged for transcripts once a file has become inactive.

Parents and students, upon request, may obtain a copy of the Suffolk Public Schools' written policy and procedure on the management of education records and their location.

STUDENT PHOTOGRAPHS

The Board approves of including photographs of students at various ages to be part of their school records. The program of photographing students shall be organized under guidelines established by the Superintendent. Principals may contract with photography firms for taking student pictures. Individual pictures of students or groups of students may be made available for sale to the students but no student shall be required to purchase them.

HEALTH AND SAFETY

HEALTH SCREENINGS

Health screening, including-dental, vision, and hearing, will be completed under procedures established by Health Services. Information shall be recorded for the individual pupil's cumulative health record. Within sixty (60) business days of enrollment, vision and hearing screenings will be scheduled for students in grades K, 3, 7, and 10. Parents may opt students out of health screenings by notifying the school nurse.

The school nurse serving the school will advise teachers of students with health concerns. The nurse will record data on each student's Cumulative Health Record.

Conferences will be scheduled with parents to give recommendations for correction of defects or a letter, noting defects, will be sent to the parents.

TRANSMITTABLE DISEASES

Persons suffering with contagious or infectious diseases shall be excluded from the Suffolk City Public Schools while in that condition.

The School Board is committed to providing a healthy environment for all students and employees.

In fulfilling that commitment, the School Board recognizes its responsibility to protect the health of its students and employees, as well as to uphold their individual rights. The School Board, in compliance with Virginia Code 22.1-272, shall exclude from school or work any person with an infectious or communicable disease.

Such exclusion shall be contingent upon an evaluation of each case. The evaluation of each case will be conducted in accordance with administrative regulations and shall include a written statement from the student's or employee's physician, from a physician chosen by the division and from a physician from the local health department that the individual undergoing evaluation does or does not have a transmittable disease.

If the evaluation indicates that the individual cannot be returned to his/her regular assignments, an alternative assignment may be considered.

All parties involved shall respect the rights of the individual regarding confidentiality and his/her rights to privacy as defined in PL 93-380.

The School Board believes it has a responsibility to fully investigate the consequences of admitting or excluding an

individual with a transmittable disease and, as new facts from leading authorities become known, shall re-examine the above policy.

ACCIDENTS OR ILLNESSES

Serious accidents and illnesses of a student shall be reported immediately to the principal and the parent/guardian. If the parent/guardian cannot be reached, students may be taken to the hospital for emergency treatment. Under no circumstances shall the student be permitted to go home alone.

In an emergency, every effort shall be made to immediately contact the parent or guardian. If they cannot be reached, the student will be transported by the most appropriate means to emergency treatment. Under no circumstances shall the student be permitted to go home alone.

The principal shall immediately report serious accidents and/or illnesses to the office of the Superintendent, including 911 calls for students, staff, and/or visitors.

MEDICATIONS

The administration of medication during school hours is discouraged. Whenever possible, medication doses should be scheduled other than during the school day. Recognizing that this is not always possible, Suffolk Public Schools will assist in the administration of medication that must be given during school hours if the division's regulations are met. Regulations include:

1. Written orders from and signed by a physician detailing the name of the drug, dosage, time interval medication is to be taken for prescribed and over-the-counter medications.
2. Signature of parent/guardian requesting that the school district comply with the physician's order.
3. Medication must be brought to school by parent/guardian in a container appropriately labeled by the pharmacy or physician.

Asthmatics may carry inhalers on their person. Students with a diagnosis of anaphylactic reaction may carry auto-injectable epinephrine and students diagnosed with diabetes may self-carry supplies and equipment. Please contact the school nurse for specific procedures that *must* be followed. Students who do not follow the School Board procedures for this will be subject to disciplinary action.

Medications for After School Activities/Events:

It is extremely important for parents/guardians to notify the school nurse and the individual in charge of the activity/event (coach, sponsor, etc.) about students needing emergency medication available for after school activities/events. Examples of emergency medications include Epi-pens, Insulin, Glucagon and asthma inhalers. After regular school hours, the clinic is closed and a nurse is not available. Please note, a student may carry emergency medications when the proper procedure is followed as stated above. It is the parent/guardian's responsibility to develop a plan with the school nurse and the individual in charge of the after-school activity/event to maintain a safe environment.

SEX OFFENDER REGISTRY NOTIFICATION

Public Notice

Suffolk Public Schools recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, Suffolk Public Schools shall request automatic electronic notification of the registered sex offenders in the same or contiguous zip codes as any school within the division. Such request and notification shall be made according to the procedures established by the Virginia Department of State Police and by the Code of Virginia. The Superintendent and each school principal shall serve as the contact people with the State Police for receipt of the registered sex offender information. Once notified that a registered sex offender resides in the same or contiguous zip codes as a school within the division, all school principals shall determine which school employees should be provided the registry information. Sex offender registry information should be provided to employees who are most likely to observe unauthorized persons on or near school property.

When registry information is disseminated, it shall include a notice that such information should not be shared with others and may only be used for the purposes discussed below. Employees who share registry information with others may be disciplined. Registry Information shall only be used for the purposes of the administration of law enforcement, screening current or prospective school division employees or volunteers and for the protection of school division's students and employees during school hours and at after-school sponsored events. Registry information shall not be used to intimidate or harass others.

Currently, all of our schools are equipped to identify sex offenders through our Raptor system.

REQUESTS FOR REGISTRY INFORMATION

Anyone wishing to obtain registry information may consult the Virginia State Police website at <http://sex-offender.vsp.virginia.gov/sor/index.htm>

SUNSCREEN

The 2020 General Assembly passed [SB 44 \(Spruill\)](#) which permits public elementary or secondary schools students to possess or use topical sunscreen, in its original packaging on a school bus, on school property, or at a school-sponsored event without a note or prescription from a licensed healthcare provider. The sunscreen must be approved by the Food and Drug Administration (FDA) for nonprescription use for the purpose of limiting damage to skin caused by exposure to ultraviolet light.



FAMIS is Virginia's health insurance program for children. It makes health care affordable for children of eligible families. FAMIS covers all the medical care growing children need to avoid getting sick, plus the medical care that will help them if they do get sick or get hurt.

Services Covered by FAMIS

- Doctor visits
- Well Baby Checkups
- Hospital visits
- Vaccinations
- Prescription medicine
- Tests and X-rays
- Dental care
- Emergency care
- Vision care
- Mental health care
- Well Child Checkups

Cost to the Family

There are no monthly premiums, co-payments, deductibles or other costs for covered services to children enrolled in the FAMIS program.

Who qualifies for FAMIS?

Children may qualify if they:

- Live in Virginia
- Are uninsured
- Are under age 19
- Are United States citizens or lawfully residing immigrants
- Live in families meeting FAMIS income guidelines

FAMIS is now a choice for children of state employees.

Income Guidelines

Qualifying for FAMIS also depends on household income and family size:

- For your family size, count the number of people included on your federal taxes.
- If you do not file taxes, count how many children and stepchildren under age 19 live in your home.
- Add yourself if you are the children's parent or stepparent. Then add your spouse or partner. For example, if you have four children and/or step-children under age 19 living in your home, plus yourself and your spouse, your family size is six. We determine eligibility based on monthly income. The current monthly income limit for a family of six is \$6,882.

FAMIS Income Limits* (Gross Income) - Effective January 2023		
Family Size	Monthly	Yearly
1	\$2,491	\$29,889
2	\$3,369	\$40,426
3	\$4,247	\$50,963
4	\$5,125	\$61,500
5	\$6,004	\$72,037
6	\$6,882	\$82,574
7	\$7,760	\$93,111
8	\$8,638	\$103,648
Each Additional Family Member	\$879	\$10,537

* Income limits change annually so check coverva.dmas.virginia.gov for the latest updates.

How Do I Apply?

To find out if your children may qualify for FAMIS, call Cover Virginia at **1-855-242-8282**, or visit the website at **coverva.dmas.virginia.gov**.

Toll Free: 1-833-552-5582
TTY: 1-888-221-159

SCHOOL & DAY CARE MINIMUM IMMUNIZATION REQUIREMENTS

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (available at <http://www.vdh.virginia.gov/Epidemiology/Immunization/acip.htm>). **Children vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedules (including meeting all minimum age and interval requirements) are considered to be appropriately immunized for school attendance.** (See “Supplemental Guidance for School-required Vaccines” for additional information.)

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap). A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis-containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2019, a booster dose of Tdap vaccine is required for all children entering the 7th grade. **See supplemental guidance document for additional information.**

Meningococcal Conjugate (MenACWY) Vaccine - Effective July 1, 2021, a minimum of 2 doses of MenACWY vaccine. The first dose should be administered prior to entering 7th grade. The final dose should be administered prior to entering 12th grade.

Human Papillomavirus (HPV) Vaccine - Effective July 1, 2021, a complete series of 2 doses of HPV vaccine is required for students entering the 7th grade. The first dose shall be administered before the child enters the 7th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parents or guardians sole discretion, may elect for the child not to receive the HPV vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule ***ONLY*** for adolescents 11-15 years of age AND ***ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine*** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required **ONLY** for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child’s current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Pneumococcal (PCV) Vaccine - This vaccine is required **ONLY** for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Rotavirus Vaccine - This vaccine is required **ONLY** for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday. **See supplemental guidance document for additional information.**

Varicella (Chickenpox) Vaccine. All susceptible children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Hepatitis A (HAV) Vaccine – Effective July 1, 2021, a minimum of 2 doses of Hepatitis A vaccine. The first dose should be administered at age 12 months or older.

For further information, please call the Division of Immunization at 1-800-568-1929 or 804-864-8055

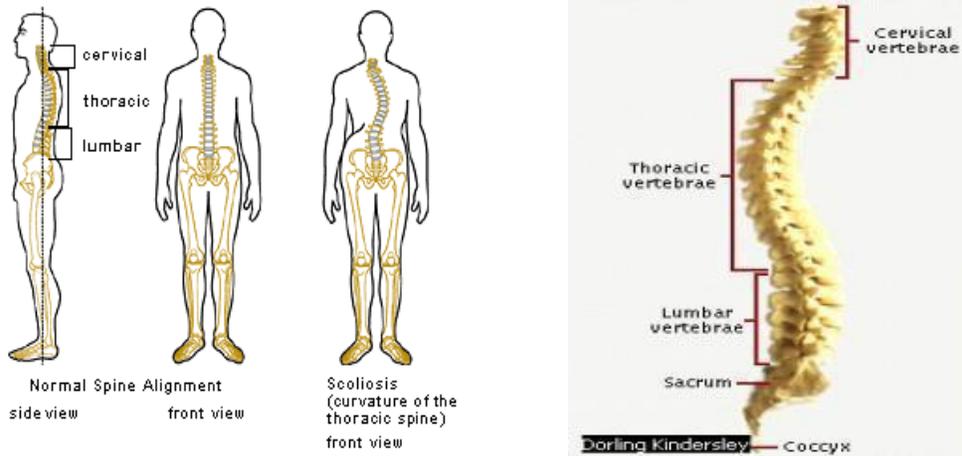
SCOLIOSIS INFORMATIONAL FACT SHEET

FOR STUDENTS IN GRADES 5 – 10

Scoliosis:

In scoliosis, the spine curves to one side. A spine affected by scoliosis may have an S shape or a C shape. Usually, a curve to one side develops followed by a compensating bend in the opposite direction.

Scoliosis is usually painless and mild in form and may only require follow-up and observation. In more extreme cases the spine can rotate as well, resulting in ribs becoming more prominent to one side. Very young children can get scoliosis but adolescent idiopathic scoliosis (onset at 10 years or older) is more common. Scoliosis affects an estimated 2 percent of Americans, most often children.



✓ **Signs & Symptoms:**

Signs of scoliosis, that a parent may begin to notice when the child is about 8, may include:

- Uneven shoulders
- Prominent shoulder blade or shoulder blades
- Uneven waist
- Elevated hips
- Leaning to one side

✓ **Causes:**

- Many theories have been proposed regarding the causes of scoliosis. They include connective tissue disorders, hormonal imbalance and abnormality in the nervous system. For 80% of the cases the cause is unknown.

✓ **Risk Factors:**

Most scoliosis is of unknown cause, but there does appear to be a developmental connection in many cases. Most cases occur just before and during adolescence, when children are going through a growth spurt.

Risk factors for curve progression may include:

- **Gender.** Girls are 10 times more likely to experience curve progression.
- **Age.** The younger the child is when scoliosis appears the greater the chance of curve progression.
- **Angle of the curve.** The greater the curve angle, the higher the likelihood that it will get worse.
- **Location.** In girls having lower back scoliosis, it is less likely the curve will progress.
- **Height.** Taller girls have a greater chance of curve progression.

✓ **When to seek medical advice:**

The onset of scoliosis is gradual and almost always painless, and a significant curvature can develop without a parent or child knowing it. Early detection is important to prevent the curve from progressing.

Unfortunately, the condition usually progresses during the same time that children become more self-conscious (ages 10-16) and avoid exposure, so parents and others are not likely to see the problem. Have the child examined if anyone notices the signs of scoliosis.

Scoliosis has the potential to lead to serious health problems such as severe back pain, difficulty breathing, physical deformity, and injury to the lungs and heart. Be sure to have the child see the doctor if there is a family history of scoliosis.

✓ **Treatment:**

Most children who have an abnormal spine curve have it to a relatively small degree, and only observation is needed to make sure the curve does not progress. Doctors usually recommend observation for people with a curve less than 20 degrees. People whose skeletons are still growing need checkups at 3-to-6 month intervals to see if there have been changes in the curvature.

If the curve progresses to a more serious degree, treatment may involve using orthopedic braces and in some cases surgery.

✓ **Braces:**

Doctors recommend the use of braces for growing children with adolescent idiopathic scoliosis who have curves of 25 to 40 degrees. Bracing does not cure scoliosis or even improve the curve. But studies show that bracing can successfully prevent curve progression in more than 90 percent of people who wear braces and who wear them for 23 hours a day.

✓ **Surgery:**

Doctors typically recommend surgical treatment for people whose curves are greater than 40 to 50 degrees. Scoliosis surgery is generally successful in improving posture and the function of the back.

Mayo Clinic. (2002, April 02). Scoliosis: What is Scoliosis? Mayo Clinic. Retrieved on July 31, 2002 from the World Wide Web: <http://www.mayoclinic.com/findinformation/diseasesandconditions/invoke.cfm?id=DS00194>

Additional information about scoliosis may be obtained from your child's physician or the school nurse at your child's school.

EATING DISORDERS

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the information on the reverse side of this letter, if you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or one of the resources listed below:

- Eating Disorder Hope: <http://www.eatingdisorderhope.com>
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.): www.feast-ed.org
- National Eating Disorders Association: www.nationaleatingdisorders.org
Toll free, confidential Helpline, 1-800-931-2237

Additional resources may be found at:

- Virginia Department of Education:
<https://www.doe.virginia.gov/home/showpublisheddocument/32080/638047126811270000>

Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades. The VDH and VDOE have provided the following information on eating disorders. If you think your child might be showing signs of possible eating disorders please contact your healthcare provider.

What Are Eating Disorders?

Eating disorders are real, complex, and devastating conditions that can have serious consequences for health, productivity, and relationships. They are not a fad, phase or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person’s functioning, including school performance, brain development, emotional, social, and physical well-being.

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, attitudes and mindset. Be alert for any of these signs in your child.

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting

Weight is NOT the only indicator of an eating disorder, as people of all sizes may be suffering.

Eating disorders affect both males and females of all ages.

- Often says that they are not hungry
- Skips meals or takes small portions of

food at regular meals

- Cooks meals or treats for others but won’t eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended – despite weather, fatigue, illness, or injury
- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

Physical Risk Factors:

- Feels cold all the time or complains of being tired all the time. Likely to become more irritable and/or nervous.
- Any vomiting after eating (or see signs in the bathroom of vomiting – smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be reassured about how they look
- Stops hanging out with their friends
- Not able to talk about how they are feeling
- Reports others are newly judgmental or “not connecting”

How to Communicate with Your Child

- Understand that eating disorder sufferers often deny that there is a problem.
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset
- Let him/her know you only want the best for him/her
- Remind your child that he/she has people who care and support him/her
- Be flexible and open with your support
- Be honest
- Show care, concern, and understanding
- Ask how he/she is feeling
- Try to be a good role model- don’t engage in ‘fat talk’ about yourself
- Understand that your child is not looking for attention or pity
- Seek professional help on behalf of your child if you have ANY concerns

If Your Child Shows Signs of a Possible Eating Disorder

Seek assistance from a medical professional as soon as possible; because they are so complex, **eating disorders should be assessed by someone who specializes in the treatment of eating disorders.** The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

Health Danger of Tobacco and Nicotine Vapor Products

What is vaping?

Vaping is the act of inhaling and exhaling the aerosol, often referred to as vapor, which is produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but rather an aerosol, often mistaken for water vapor, that actually consists of fine particles. Many of these particles contain varying amounts of toxic chemicals, which have been linked to heart and respiratory diseases and cancer.

What is an e-cigarette?

Electronic cigarettes (e-cigarettes) are battery-powered devices that can deliver nicotine and flavorings to the user in the form of an aerosol. Most have a battery, a heating element, and a place to hold liquid or nicotine salts.

Flavors that make e-cigarettes so appealing can have toxic effects themselves. Flavors were banned in 2020 in some products, however others still remain on the market and accessible.

Why are e-cigarettes unsafe for kids, teens and young adults?

- Nicotine can harm the developing adolescent brain
 - Nicotine is a stimulant that makes the nervous system prepare the body for physical and mental activity. It causes breathing to become more rapid and shallow, as well as increases heart rate and blood pressure. Nicotine exposure from vaping varies considerably depending upon the contents of the e-liquid, the type of device used and how it is used.
- E-cigarettes contain nicotine
- Nicotine addiction that occurs with e-cigarette use may lead to transition to use of combustible tobacco products
 - Vaping exposes young people to nicotine at a time when the human brain is most at risk for addiction. Because the brain continues to develop until early adulthood, roughly age 25-30, use of any addictive substance prior to these years is especially risky. Young people who vape are affected more intensely than adults by nicotine.
- Addiction itself, whether to nicotine or other drugs, can drive undesirable behaviors

What do e-cigarettes look like?

E-cigarettes come in a wide variety of shapes and sizes; mini (often called cig-a-like), mid-size, vape pens, vape pod systems like JUUL, e-hookahs, e-cigars, advanced personal vaporizers or mods; even ones shaped to look like pens and USB drives.

What can parents do?

- Do not use any tobacco products
- Talk with your kids about the dangers of smoking and the importance of avoiding any tobacco use (conventional cigarettes or e-cigarettes)
- Educate your kids that e-cigarettes contain nicotine, a HIGHLY addictive substance

More information and resources for parents, students, and school staff can be found on the Virginia Department of Education website under the heading of Alcohol, Drug & Tobacco Use.

GIFTS AND SALES

CLASS GIFTS

The School Board approves school classes making gifts to the school or schools if the gift is in good taste and adds materially to the educational program. All gifts will be accepted with the understanding that they become the property of the Board. The principal or the Superintendent should be advised of the gifts under consideration so that he/she may determine the appropriateness.

EXCHANGING GIFTS

The Board discourages the exchanging of gifts between students or among students and teachers.

SALES BY AND TO STUDENTS

By Students: Sale of items and services by students to support school activities is discouraged by the Suffolk City School Board. If students participate in sales, the items to be sold, the contract with the vendor, the internal accounting procedure and the purposes of the sales must be approved by the principal and the Superintendent or his/her designee before any sales campaign begins.

To Students: Solicitations, sales and charity drives to be conducted within the school must have approval of the Board prior to implementation. In cases of approved sales/solicitations, the following shall be in effect:

1. Collection shall be limited to one day for each charity/drive.
2. Appropriate publicity shall be required from the approved sponsor.
3. Sponsors shall be responsible for collecting donations at the end of the collection day.
4. The collection/drive must be related to the educational program.
5. Students shall have the option of voluntary participation without exploitation, embarrassment or pressure from anyone.

FOOD & NUTRITION SERVICES

Children need healthy meals to learn. Suffolk City Public Schools offers nutritious meals every day. Students will be provided breakfast and lunch free of charge. All meals served must meet standards established by the U.S. Department of Agriculture. However, if a student has been determined by a doctor to be disabled and the disability prevents the student from eating the regular school meal, the school will make reasonable substitutions prescribed by the doctor. If a substitution is prescribed, there will be no extra charge for the meal. If your student needs substitutions because of disability, please contact the Food & Nutrition Services Office at 925-5789 for further information.

OTHER BENEFITS: Your child(ren) may be eligible for other benefits such as the Virginia children's health insurance program called Family Access to Medical Insurance Security (FAMIS) and/or Medicaid. The law allows the school division to share your free or reduced price meal eligibility information with Medicaid and FAMIS. These programs can only use the information to identify children who may be eligible for free or low-cost health insurance, and to enroll them in either Medicaid or FAMIS. Medicaid officials or officials with FAMIS may contact you to get more information. You are not required to allow us to share this information with Medicaid or the FAMIS program. Your decision will not affect your children's eligibility for free meals. You may qualify for other assistance programs. To find out how to apply for SNAP or other assistance programs, contact the local social service office in your area.

CONFIDENTIALITY AND NOTICE OF DISCLOSURE: As authorized by the National School Lunch Act, the school division may inform officials connected with other child nutrition, health, and education programs of the information to determine benefits for those programs or for funding and/or evaluation purposes.

Parents now may prepay for their child's snacks or second meal online through the Titan link on the website.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering

USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

SCHOOL MEAL PRICES

Breakfast - Free
Lunch - Free

ONLINE MEAL PREPAYMENT

Titan provides peace of mind to parents and faster lunch lines for students. Parents can prepay for their child's school a la carte, second meals, and snack charges, using a credit card through a secure website. The new program also allows parents to monitor what their children are buying in the cafeteria and alert them when there is a low account balance.

All personal and payment card information is protected by the most advanced Internet security. Student information is safe and private.

Parents of current students will register directly on the website, using their child's student ID number. Students should know their own ID number because they use it to log onto school computers. The student ID can also be found on the report card and through an active Home Access Center account.

For more information, contact the district's Food & Nutrition Services Department at 925-5789.

WELLNESS POLICY

Article 25 Wellness Policy

Section 9-25.1 Policy Statement; goals to promote wellness— A. The Suffolk City School Board recognizes that there exists a correlation between student health and learning. Thus, the School Board desires to provide a comprehensive program promoting healthy eating habits and physical activity for students enrolled in Suffolk Public Schools.

The Suffolk City School Board has established the following goals to promote student wellness:

1. Nutrition Education

- a. Students shall receive nutrition education that teaches skills that students will need to adopt in order to maintain healthy eating behaviors
- b. Nutrition education shall be offered in the school cafeteria as well as in the classroom, with coordination between food service staff and other school personnel, including teachers
- c. The Food & Nutrition Services staff shall sponsor cafeteria promotions that teach and/or reinforce nutrition concepts.
- d. School kitchens shall be made available for student tours and other educational related activities whenever feasible.
- e. Each school shall institute a Team Nutrition Committee to improve students' lifelong nutrition and physical activity habits. This committee should consist of the Cafeteria Manager, students, teachers and/or a school administrator to facilitate the implementation and operation of this committee.
- f. Health Education Standards of Learning for Virginia Public Schools are the framework the school division and teachers will use as a guide for creating curricula and learning experiences in nutrition education for students in kindergarten through grade 10.
- g. Students shall receive consistent nutrition messages from all aspects of the school lunch program.
- h. Each school shall encourage the display of nutrition education media such as posters, student artwork, nutrition projects and other media.
- i. Nutrition education shall be made available to students and parents on the Suffolk Public Schools' website, breakfast and lunch menus and through nutritional information sent home.
- j. Suffolk Public Schools' health education curriculum standards and guidelines shall address both nutrition and physical education
- k. Nutrition shall be integrated into the health education or core curricula (*e.g.*, *science*).
- l. School personnel responsible for providing nutrition education shall have appropriate training.

2. Physical Activity

- a. Students shall be given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- b. Health Education Standards of Learning for Virginia Public Schools are the framework the school division and teachers will use as a guide for creating curricula and learning experiences in physical education for students in kindergarten through grade 10.
- c. Classroom health education complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities such as watching television.
- d. Physical education shall be taught by or under the supervision of a certified physical education teacher.
- e. Elementary students (Kindergarten – Grade 5) receive physical activity for at least 90 minutes per week throughout the school year.
- f. Middle and high school students (Grades 6-10) receive at least 150 minutes of health/physical education per week throughout the school year.
- g. Elementary schools provide a minimum of 15 minutes of supervised daily recess that promotes physical activity beyond what is provided through physical education classes.
- h. Teachers shall use instructional practices that provide for maximum participation for students in all

physical activities.

- i. Schools shall provide equipment (e.g., balls, and other manipulatives) for students to participate.
- j. Teachers shall use instructional practices that are appropriate for students with special health care needs and disabilities.
- k. Students may be given opportunities for physical activity through a limited range of before and /or after school programs including, but not limited to intramurals, interscholastic athletics, and physical activity clubs.
- l. School and community-sponsored extracurricular physical activity programs include interscholastic sports (e.g. basketball, baseball, soccer, football, field hockey, etc.), intramural activities for middle schools (volleyball, soccer and basketball) and community sports programs (sponsored by the Suffolk Department of Parks and Recreation and community recreation leagues).
- m. School physical activity facilities may be available during non-school hours to qualifying entities such as the City of Suffolk's Department of Recreation and community recreation leagues.
- n. Schools shall encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- o. Parents and guardians shall be encouraged to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events through the schools division's website, newsletters and other take home materials.
- p. Parents and guardians shall be provided a list of resources that provide information which promotes children's participation in physical activity, encourages parents and guardians to be physically active role models, and to include physical activity in family events.

3. Other School-Based Activities

- a. Suffolk Public Schools shall encourage programs that promote physical activities, nutrition education and wellness to benefit staff health to the extent practicable.
- b. Faculty and staff will be encouraged to have basic health screenings and flu immunizations done yearly as advised by the medical community.
- c. Onsite health screenings (blood pressure, cholesterol and glucose monitoring) may be offered once per year.
- d. Health education shall be encouraged by providing staff members with a Feeling Fit Wellness Program publication written by The Wellness Councils of America four times per year. This publication includes topics on health, self-care, work, family, finance and exercise.
- e. On site health assessments and health counseling shall be provided by the health services staff as practicable.

4. Nutrition Guidelines

- a. Suffolk Public Schools shall adopt nutrition guidelines for all foods available on every school campus during the school day that will promote student health and reduce obesity.
- b. Nutrition guidelines should seek to maximize nutritional value by (i) decreasing fat and added sugars; (ii) increasing nutrition density; and (iii) moderating the portion size of each individual food or beverage sold within the school environment.
- c. Suffolk Public Schools shall ensure that school breakfast and lunch programs meet the meal pattern and nutrition standards based on the latest Dietary Guidelines for Americans. The current meal pattern increases the availability of fruits, vegetables, and whole grains in the school menu. The meal pattern's dietary specifications set specific calorie limits to ensure age-appropriate meals for grades K-5, 6-8 and 9-12. Other meal enhancements include gradual reductions in the sodium content of the meals.

- d. Suffolk Public Schools' lunch and breakfast programs are fully accessible to all students enrolled in Suffolk Public Schools. Free and reduced-price meals are provided to students who meet income requirements in a manner that ensures these students are not identified by others.
- e. Suffolk Public Schools shall adopt the following nutritional standards for all foods and beverages provided or sold to students on campus during the school day as (i) a la carte, (ii) vending, (iii) school stores and (iv) fundraising activities. These standards will be based on nutrition goals and not profit motives:
- (i) All foods and beverages sold to students on campus during the school day must be a "whole grain-rich product; or have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or be a combination food that contains at least ¼ cup of fruit and/or vegetable; or contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber). **On July 1, 2016, foods may not qualify using the 10% DV criteria.**
 - (ii) In addition to the standards above, all foods sold to students during the school day must also meet the following nutritional requirements:
 - All snack items shall contain no more than 200 calories per item.
 - Ala carte entrees shall contain no more than 350 calories per item. (*Entrée items served as part of the school breakfast or lunch program are exempt on the day of or day after service in the program meal.*)
 - All snack items shall contain no more than 230 mg of sodium per item.
 - Ala carte entrees shall contain no more than 480 mg of sodium per item. (*Entrée items served as part of the school breakfast or lunch program are exempt on the day of or after service in the program.*)
 - All foods shall contain zero grams of Trans fat.
 - All foods shall contain no more than 35 percent of calories from total fat (except nuts, seeds, and reduced fat cheeses.)
 - All foods shall contain fewer than 10 percent calories from saturated fat (except nuts, seeds, and reduced fat cheeses.)
 - All foods shall contain no more than 35 percent of weight from total sugar per serving excluding dried fruits or vegetables.
- f. Suffolk Public Schools shall adopt the following nutritional standards for all foods and beverages provided to students on campus during the school day as a school party or a classroom celebration (excluding food preparation as a part of the instructional curriculum, foods prepared as a part of the instructional curriculum shall not be sold):
- (i) All food and beverages must meet the standards set forth in section (e) above.
 - (ii) In addition, only prepackaged foods with nutritional labeling may be brought to school for student consumption. Home prepared foods are not permitted or sold to students during the school day.
 - (iii) The District will provide to parents information on safe and healthy foods that are acceptable for special events (i.e. classroom parties)
- g. Suffolk Public Schools shall encourage school-based marketing of nutritional foods and beverages through school publications and school buildings. (Adopted: April 6, 2006; Ordinance Number 05/06-3; Effective Date: July 1, 2006; Revised September 8, 2011; Ordinance Number 11/12-12; Effective Date: September 9, 2011; Revised August 20, 2015; Ordinance Number 15/16-1; Effective Date: August 20, 2015)

SPECIAL CELEBRATIONS

Special celebrations may not take the place of school lunch. All special celebrations must first be approved by the building principal and conducted after the last lunch period. Only pre-packaged snacks which meet the nutritional requirements will be allowed when snacks are solicited.

Visit the Food & Nutrition Services website <http://www.spsk12.net/departments/food-services/> for the list of suggested snacks that would be acceptable for special events (i.e. classroom parties).

** See your student's cafeteria manager for more details.*

RETURN CHECK POLICY

In the event of a returned check the student's account will be tagged to not accept further checks until the account is cleared. A notification letter will be mailed home. School cafeterias will not accept additional checks until the returned check has been resolved. Payment by cash or money order can be forwarded to the school cafeteria or mailed (money orders only) to the Food & Nutrition Services office at 119 Forest Glen Drive, Suffolk, VA 23434. If we do not receive payment within thirty days of the notification letter, we will be required to take additional actions. In accordance with state law, returned checks will be processed for collection and allowable bank and collection agency fees will be charged.

STUDENT MEAL CHARGE POLICY

We understand that there are times when a student will not have money to pay for their meal. We also understand that a hungry student is less likely to perform well in the classroom. Therefore, parents will be permitted to charge student meals. Students at all grade levels are eligible for meal charges. Charging is permitted for a complete meal only; as a result, snacks and beverages are prohibited.

- All students will be allowed to charge a complete meal regardless of the amount of their negative account balance.
- Students who qualify for free meals will not be denied a complete meal even if they have accrued a negative balance on their account.
- Students will not be made to work for their meals or to work to settle any unpaid meal charges. In addition, students will not be labeled or identified in any other way if they cannot pay for a meal or have an unpaid meal charge.
- Students who charge will receive a complete meal.

Parents and guardians are required to promptly repay all outstanding student meal charges. They will be notified of negative account balances through means such as:

- Automated negative account balance phone calls. (*Parents are encouraged to contact their child's school office to make certain that phone numbers are current.*)
- Myschoolbucks.com email notification. (*Parents will need to visit the website to set up an account. This notification service is free of charge to parents. Parents may also download the myschoolbucks.com app on their Smartphone.*)
- Negative account letters will be sent home.

When a negative account balance exceeds \$15.00, the following measures will be taken:

Food & Nutrition Services will attempt to contact the parent or guardian by phone.

- A collection letter will be mailed to the parent or guardian requesting payment within ten business days in order to avoid turning the unpaid debt over to the City for collection of the amount and any applicable fees.
- If the requested debt payment is not satisfied by the due date, the entire outstanding balance and any current meal charges will be turned over to the City for collection. In addition, the City may charge a collection fee.
- Households with questions or needing assistance may contact the Food & Nutrition Services at 757-925-5789 or by email to lawrencewhiting@spsk12.net

LOST OR DAMAGED TEXTBOOKS

Students and/or their parents are responsible for all textbooks distributed to the student. In the event a textbook is lost or damaged beyond use, it is the responsibility of the student and/or parent to pay the cost of replacing the lost or damaged textbook. Each student receiving textbooks will be issued a "Textbook Distribution" notice listing all textbooks distributed and the replacement cost of each textbook. Parents are asked to review the notice, sign and date the notice, and return it to school.

TEXTBOOK DISTRIBUTION NOTICE - ELEMENTARY/MIDDLE SCHOOLS

Dear Parent or Guardian of
Joe Sample
1234 Elm Street
Sample City, MA 02468

ISBN	Title	Accession	Type	Price
0192835750	The Three Musketeers	456	LOST	\$10.30
673623483	Scott Foresman Reading	122	LOST	\$62.00
0205084370	Myths and Their Meaning	85	LOST	\$18.10
			Total	\$90.40

The list above indicates the textbooks distributed to your child. Included in the description is the accession number identifying your child's textbook and the replacement cost of each book should they not be returned to the school when your child transfers out or the course or school year concludes.

All textbooks distributed to a student are the responsibility of the student and his or her parent or guardian.

If a textbook(s) are lost or become unavailable for use, it will be necessary for you to pay for the lost textbook(s) in the amount stated above. Failure to return or pay for lost textbooks may result in the account being transferred to a debt collection agency for resolution.

Given the cost of textbooks to the taxpayers, we hope you understand the need for students to be responsible for the return of their textbooks.

Please review this notice carefully with your child, sign and date on the signature line at the bottom of the notice, and return the entire document to the school.

We thank you for your help and cooperation in this very important matter.

Should you have any questions please feel free to call my office.

Your Name

Principal

Your School

Parent/Student Signature: _____ Date: _____

PLEASE DO NOT REMOVE. YOU MAY OBTAIN A COPY FROM YOUR CHILD'S SCHOOL.

TEXTBOOK DISTRIBUTION NOTICE - HIGH SCHOOL

Dear Parent or Guardian of
Joe Sample
1234 Elm Street
Sample City, MA 02468

ISBN	Title	Accession	Type	Price
0192835750	The Three Musketeers	456	LOST	\$10.30
673623483	Scott Foresman Reading	122	LOST	\$62.00
0205084370	Myths and Their Meaning	85	LOST	\$18.10
			TOTAL	\$90.40

The list above indicates the textbooks distributed to your child. Included in the description is the accession number identifying your child’s textbook and the replacement cost of each book should they not be returned to the school when your child transfers out or the course or school year conclude All textbooks distributed to a student are the responsibility of the student and his or her parent or guardian. If a textbook(s) are lost or become unavailable for use, it will be necessary for you to pay for the lost textbook(s) in the amount stated above. Failure to return or pay for lost textbooks may result in one or more of the following actions:

1. PARKING PRIVILEGES WILL BE DENIED UNTIL THE TEXTBOOK ACCOUNT IS SETTLED.
2. DEBT WILL REFERRED TO A COLLECTION AGENCY.

Given the cost of textbooks to the taxpayers, we hope you understand the need for students to be responsible for the return of their textbooks.

Please review this notice carefully with your child, sign and date on the signature line at the bottom of the notice, and return the entire document to the school.

We thank you for your help and cooperation in this very important matter.
Should you have any questions please feel free to call my office.

Your Name
Principal
Your School

Parent/Student Signature: _____ Date: _____

PLEASE DO NOT REMOVE. YOU MAY OBTAIN A COPY FROM YOUR CHILD’S SCHOOL.

SCHOOL SAFETY

A primary consideration in all student activities and classes shall be the safety of students. The Superintendent shall implement those sections of the Code of Virginia which concern student safety. Students shall be supervised carefully at all times while under school authority. Each school has a safety committee which meets monthly. There is also a system-wide safety committee.

RESOURCE OFFICERS

Resource Officers are assigned to every school . These are Suffolk Police Officers.

SAFETY MONITORS

Each school has one trained security monitor on staff. The high schools have two or more of these monitors.

SAFETY IN CLASSES

Students shall be required to wear protective eye devices in those instances where required by law and in other areas where dangers to the eyes of students are evident to the principal or Superintendent. Only pre-packaged snacks will be allowed when snacks are solicited.

SAFETY PATROLS

School safety patrols may be organized by the principal with the approval of the Superintendent. Students shall serve only with the written consent of their parents/guardians and shall be selected on the basis of degree of maturity and responsibility. They shall receive appropriate instruction and shall be, at all times, under the direction and supervision of a competent adult who is a regular member of the faculty. Student patrol members may instruct, direct and control student traffic on buses and school grounds but shall have no authority over any persons other than students.

WEAPONS DETECTION SYSTEM

Anyone who enters a Suffolk Public School building will be required to pass through the weapons detection system. When the weapons detection system activates, school safety officers or administration will conduct a search of the person and that person's belongings. Any person who refuses to walk through the weapons detection system will be asked to leave the building.

SAFE SCHOOL INITIATIVES

Suffolk Public Schools is committed to ensuring that students and employees can concentrate on learning each and every day. The following safe school initiatives have been ongoing and are focused on prevention:

PROGRAMS AND POLICIES

- Positive Behavior Interventions and Supports (PBIS)
- Social Emotional Learning (SEL) and Character Education
- Restorative Practices and Conflict Mediation
- Daytime Behavioral Alternative Program
- Crisis Management Plan for each school and the division
- CPR training for staff
- Therapeutic Daytime Treatment counseling
- In-Service programs for staff
- Safety Audits
- Employee Identification Badges
- Visitor ID verification and log-in/log-out
- Threat Assessment Team for each school
- Weapons Detection System

TECHNOLOGY

- Surveillance systems in the elementary, middle and high schools
- Walk-through and hand-held metal detectors for random checks in all schools
- Video cameras on all buses
- Two-way radios in schools and on buses
- Filtered Internet
- Raptor sex offender identification system

COLLABORATION WITH OTHER AGENCIES

- Suffolk Police, Fire and Rescue
- Resource Officers
- Juvenile Court System
- Anger management provided by independent mental health care providers
- Conflict mediation sponsored by Western Tidewater Community Services Board and other independent health care providers
- Social skills training through health care providers
- Commonwealth Attorney's Office
- Community Civic Leagues
- Suffolk Crime Line

CRISIS MANAGEMENT

A crisis is any period of instability and/or any event that may have an impact on a single school or the entire school division which may endanger the health, safety and/or security of students, teachers and staff. Crisis management is the reactive adjunct to the proactive safe school initiatives for Suffolk Public Schools. Suffolk Public Schools utilizes a system-wide crisis management plan which has been used as an example for school division crisis management plans across the Commonwealth of Virginia.

The crisis management plan for your child's school includes the emergency elements of medical assistance, law enforcement, fire and utility services in the event that a crisis should occur. The plan describes the appropriate response procedures, agencies involved and the methods of communication during a crisis. Each school performs drills each month to ensure that students and staff know how to react to a given crisis. Leadership is provided by the principal and the crisis management team which consists of members of the school staff.

In a crisis, leadership is provided by the principal and the school's crisis management team which consists of members of the school staff. Depending on the situation, School Administrative Staff (School Administrative Offices personnel) may also provide assistance both on and off site.

TRANSPORTATION

The Suffolk City School Board shall own, operate and maintain school buses for the purpose of transporting students to and from school and for other approval uses. Equal transportation services shall be available free of charge to all eligible students who are similarly situated as stipulated by the State Board and according to general law. The Superintendent has developed rules and regulations to assure that the transportation system meets all conditions stipulated by the State Board and under general law.

TRAVEL SKILLS

This concept addresses the need to teach life skills necessary to be safe in and around the school bus. The skills that will be taught are: (1) Waiting at the bus stop, (2) Getting on the bus, (3) Riding the bus, and (4) Getting off the bus. Individual skills will be taught during the school year at all grade levels.

TRANSPORTATION FORMS

Beginning each May, we request parent information on transportation needs for the following school year. This is completed online and by paper versions. This process is only for currently enrolled students only. One form should be completed for each student. This form should be completed even if your child does not use school bus transportation. All alternate transportation requests are cleared out at the end of the school year, and are not carried over to the following year. All out of zone requests should be completed with the office of Student Services at the School Administration Office. Should you have any questions or concerns please send an email to Amber Kilburn, Routing Specialist amberkilburn@spsk12.net or Annette McLamb, Routing Specialist annettemclamb@spsk12.net. This will be available for completion through June 30, 2022.

SCHOOL BUS PASSES

If a student needs to ride another bus or get on/off at another stop other than their assigned bus or stop, a note must be provided by the parent/guardian and be approved by school administration, before the student can ride or get on/off. Approval is granted upon recognizing the capacity of the bus, route of the bus if stop is not already assigned and code of conduct concerns of the student. Parents often want students to ride on different days of the week. We do not recommend you doing this because it presents an opportunity to reduce accountability of student bus assignments. If allowed, it's the parent/guardian's responsibility to write a note on the day of any change to their regular assignment and submit it to the school. After verification the school will notify Transportation and request a bus pass.

STUDENT CONDUCT ON THE SCHOOL BUS

The school bus is considered school property; therefore, students are expected to follow the *Student Code of Conduct* of Suffolk Public Schools while on the school bus, at the bus stop and going to and from the bus stop.

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

TRESPASSING ON THE SCHOOL BUS

School buses are school property and loitering or trespassing on buses or other school property is a violation of the state law. **Parents are prohibited from boarding buses to address concerns while the drivers are on their routes.** Anyone who has a transportation concern should contact the school Principal or the Transportation Department.

VIDEO CAMERAS

Every bus is equipped with a digital recording system. The following persons are allowed to view the video footage: the driver of the bus on which the camera was installed, school administrators, Transportation Director, Supervisors of Transportation, Chief of Administrative Services, Superintendent, and School Board members.

Parent(s)/guardians are allowed to view the video footage involving their child/children only when there is an appeal related to the discipline of their child/children. Video cameras are only a tool and do not negate the driver's responsibility to maintain control and discipline on the school bus.

EDULOG PARENT PORTAL

Our school district is excited to announce that you now have access to a revolutionary smartphone app that helps to improve communication, school bus safety, and efficiency. The Edulog Parent Portal app provides you with planned time and location information for your child's bus ride to school. On a daily basis, the app will show you the GPS location of the bus and send you a push notification when it is nearing your bus stop. The app can be downloaded from the Google Play Store or the Apple App Store.

Security is important. Only you have access to your student's transportation information through the app via a secure login process. You must know your student's school of attendance, district ID number and date of birth in addition to the exact spelling of his or her first name, middle name and last name. Please know that our goal is to provide safe and efficient transportation for all Suffolk Public Schools students riding the school bus. By improving communication and expanding the information available to you by implementing this app, we are working hard to meet and exceed that goal.

Additional information about using Edulog Parent Portal is available on our website at: www.spsk12.net and select the bus tracker link in the blue circle.

For help with registration contact transportation at 757-925-5573

LATE BUS

1. As with any new school year, it may take several days to fine-tune our transportation routes and ensure that all bus stops have been determined.
2. The School Messenger system will be used to notify parents of a late bus.
3. Dispatch will notify the school, throughout the school year, of late buses due to traffic, mechanical issues, or highway accidents.
4. Extra time will be needed during the first few weeks of school to ensure students are getting on the correct bus.

GUIDELINES FOR CREATING BUS STOPS

Guidelines for all Stops: Adequate waiting area for the students.

- Number of students at the stop or proposed stop.
- Geographical factors for sight distance:
- Curves in the roads
- Dips or valleys
- Stationary obstructions
- Whether or not safe walk-in-passage exists for students attending a particular school.
- Proximity to groups of houses or housing plans.
- Special Needs students
- Distance from existing stops.
- Availability to existing bus routes.

Guidelines for Residential areas:

- Volume of traffic in the plan.
- Degree of road hazards
- Walking distance.
- Distance from existing stops
- Adequate waiting area for the students
- Presence of an egress (exit) within the plan.
- Special Needs students (not guaranteed a stop at the house)

BUS STOP WALKING DISTANCES

Early Start and Kindergarten:

- Early Start and Kindergarten students must be hand to hand pick up. There will no longer be door to door pick up. Parents will need to escort their child to and from the bus stop daily.

- The parent will hand their child off to the bus driver at the bus stop and return in the afternoon to receive their child from the bus driver.
 - All kindergarten students must have a YELLOW school bus tag attached to the child or bookbag.
 - All Early Start students must have a GREEN school bus tag attached to the child or the bookbag.
- Parents should plan to arrive at the bus stop ten minutes before the bus is scheduled to arrive at your child's stop. Bus route information for Early Start and Kindergarten will be posted with all other route information for parents. If you have any questions please contact your school principal.
- *Any person to receive a child at the bus stop must be in high school or older. Any person receiving an early start or kindergarten student must be listed on the Pupil Information sheet (blue sheet) from the Transportation Department.*
- Students will be assigned to a corner bus stop unless they fall under the following provisions:
 - Have an outstanding IEP or 504 plan. A curb-to-curb stop is not guaranteed.
 - Live in a rural area.

Elementary School (K-5):

All elementary school students shall be transported at the public's expense, where they reside. Stops are created to be central to all students in the immediate area. Stops will be developed for run efficiency. Students may not walk further than .2 tenths of a mile as a guideline, provided the bus route of travel is not compromised, and is efficient for the run.

Middle School (6-8) and High School (9-12):

All secondary school students shall be transported at public expense where they reside. Stops are created to be central to all students in the immediate area. Stops will be developed for run efficiency. Students may not walk further than 0.2 tenths of a mile as a guideline, provided the bus route of travel is not compromised, and is efficient for the run.

The College and Career Academy at Pruden:

All students who attend The College and Career Academy at Pruden regularly may be transported at public expense to and from their home to their assigned high school from which they shall be transported to and from The College and Career Academy at Pruden.

MOTOR VEHICLES

No student may bring any motor vehicle on school property unless prior to or immediately upon bringing a vehicle on school property, the student shall obtain written authorization from the principal's office. Student parking decals must be purchased from the high school.

If any student brings any motor vehicle on school property with or without proper authority, he/she shall be deemed thereby to have consented to the search of the vehicle for alcohol, illegal drugs, or weapons. Middle school students may **not** drive to school.

SCHOOL AUTHORITY AT SCHOOL & AT BUS STOPS

Students are under the jurisdiction of school authorities while on school grounds (before, during and after school hours), bus stops and going to and from school. The administration shall see that students are supervised, as far as practical, during this period of responsibility.

SCHOOL BUS EMERGENCY

In the event of an accident or breakdown involving a school bus while transporting students, the driver's first responsibility is the welfare of the students. Once conditions are known, the school will be notified and a school messenger will be sent to parents. The driver is not allowed to release students as they do not know the custody status of their students. The bus will not wait once they are released to proceed on.

RESPONSIBILITY OF THE PARENT

The following rules and regulations apply to all parents of students riding Suffolk Public School buses. These rules and regulations were established to assist the driver in ensuring the safest possible ride to and from school. The bus driver and/or bus aide will enforce all rules and regulations.

1. Parents are prohibited from boarding buses to address concerns while drivers are on their routes. School buses are school property and loitering or trespassing on buses or other school property is a violation of the state law. All questions and concerns must be directed to the school administration or transportation.
2. The number of students who can ride a bus is determined by the total number who can be seated. Three students can be seated in a full seat. However, transportation will only assign high school and middle school students, 2 in a full seat.
 - a. Compartmentalization is used to keep students safe while riding the school bus. Bus seats are well padded and equipped with high seat backs, for buses over 10,000 lbs. (Code of Federal Regulation Standard No. 222, FMVSS)
3. Parents are responsible to ensure students are at the stop 10 minutes before the pickup time. Parents are encouraged to wait at the stop with their students.
4. Any person to receive an early start or kindergarten student at the bus stop must be in high school or older. Any person receiving an early start or kindergarten student must be listed on the Pupil Information sheet (blue sheet) from the Transportation Department.
5. Drivers will not wait for students who are late getting to the bus stop. Students must be at the stop and waiting 10 minutes prior to their pick up time.
6. All passengers are under the directive of the bus driver while on the bus. The bus driver or bus aide is to control student conduct and report behavior problems to the principal who will be responsible for disciplinary action.
7. Students must have written permission from the parent in order to receive a bus pass from the school principal to get on or leave the bus at a stop other than their assigned stop.
8. Students who refuse to obey the rules of the bus may result in the forfeit of the privilege to ride the bus.
9. Parent(s)/guardians are allowed to view the video footage involving their child/children only when there is an appeal related to the discipline of their child/children. Video cameras are only a tool and do not negate the driver's responsibility to maintain control and discipline on the school bus.
10. In the event of a breakdown or accident parents should not come to the bus. The driver is not allowed to release students as they do not know the custody status of their students. The bus will not wait once they are released.

RESPONSIBILITY OF THE STUDENT

The following rules and regulations apply to all students riding Suffolk Public School buses. These rules and regulations were established to assist the driver in ensuring the safest possible ride to and from school. The bus driver and/or bus aide will enforce all rules and regulations. Failure, on the part of any student, to follow the rules and regulations while waiting for the bus, loading the bus, riding the bus or departing the bus may result in suspension or termination of the privilege to ride the school bus.

1. Students must follow the direction of the driver and/or bus aide at all times.
2. Students must stay seated at all times unless getting on or off the bus, or at the directive of the driver and/or aide.
3. There will be no eating or drinking on the bus at any time.
4. Students must keep their hands and feet to themselves and out of the aisle at all times.
5. Students must keep all body parts inside the window at all times.

6. Students shall talk in a normal tone as to not distract the driver.
 - a. This particularly includes fighting, yelling, profanity or loud activity. (Fighting on a bus will result in suspension from school)
7. Students must get on and off at their assigned stop at all times. Students using alternate stops must have a bus pass prior to boarding the bus.
8. The bus will be kept clean at all times.
9. Students must keep all objects from being thrown on the bus or out of the window.
10. Students may not transport animals on the bus.
11. **Balloons, flowers, or objects large enough to block the aisles or emergency exit are prohibited on the bus.** All carryon items should be secured in the student's lap while on the bus. Items that are too heavy, bulky, extend above the seat's backrest, or cannot be secured in the student's lap should not be transported.
12. Large instruments will BE ALLOWED on the bus as long as the items do not deprive students of a seat. These instruments must not block the aisle, emergency exits, obstruct the driver's view or be placed in the front by the driver's seat.
13. Students should remain at the designated bus stop, on the shoulder, or sidewalk, until the bus arrives.
14. Students will refrain from pushing or otherwise disturbing others while at the stop and on the bus.
15. If, upon leaving the bus, students must cross to the left of the roadway, they must:
 - a. Walk approximately 10 feet to the front of the bus
 - b. Make sure the driver sees you
 - c. Wait for the driver to signal you when it is safe to cross
 - d. Be sure it is safe, look left, right then left again before crossing
16. All forms of tobacco use and vaping is prohibited on school property to include the school bus
17. Failure on the part of any student to follow the policies dealing with the school bus operation may result in suspension or termination of the privilege to ride a school bus.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) **YEARLY NOTIFICATION**

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become damaged or deteriorate over time, and may release asbestos fibers. Inhalation of asbestos fibers may lead to future health problems.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed to contain asbestos) and rated according to condition and potential hazard. Every three years, Suffolk Public Schools has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted in 2022, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further required an asbestos management plan to be in place by July 1989. Suffolk Public Schools developed Asbestos Management Plans for the following schools and support facilities: Nansmond Parkway Elementary School, Elephant's Fork Elementary School, Kilby Shores Elementary School, Oakland Elementary School prior to renovation, Booker T. Washington Elementary School prior to renovation, Forest Glen Middle School, John Yeates Middle School, John F. Kennedy Middle School, Old Bus Garage, Maintenance Facility, Food Services Facility, and School Administrative Office. These plans are available for review at each of the facilities listed or the Maintenance Facility.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required with the exception of the triennial AHERA update: Lakeland High School, Nansmond River High School, King's Fork High School, King's Fork Middle School, Turlington Woods School, Northern Shores Elementary School, Mack Benn, Jr. Elementary School, Creekside Elementary School, Hillpoint Elementary School, Southwestern Elementary School, Florence Bowser Elementary School, and Colonel Fred Cherry Middle School.

It is the intention of Suffolk Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees have a healthy and safe environment in which to learn and work. Terry Napier, Director of Facilities and Planning is the school division's designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 757-934-6206 or terrynapier@spsk12.net.

ANNUAL PUBLIC NOTICE CAREER AND TECHNICAL EDUCATION

Suffolk Public Schools' Department of Career and Technical Education (CTE) offers a variety of career and technical programs to all students at the middle and high school levels. The program areas include the following:

- Agriculture Education
- Business and Information Technology
- Career Connections
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Technology Education
- Trade and Industrial Education

For more information about Career and Technical Education, call 757-925-6760.



Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Rodney J. Brown
Chief of Administrative Services
100 N. Main Street
P.O. Box 1549
Suffolk, VA 23439-1549
Phone: (757) 925-6750
Email: rodneybrown@spsk12.net