

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { } ACTION { X } CLOSED MEETING { }

SUBJECT: SUPERINTENDENT’S REPORT - ACTION

VSBA Policy Updates, February 2013 – 1st Reading

BACKGROUND: Revisions made to the following policy manual items are based on changes in law or regulations. A few policies have been revised for editorial reasons or to correct technical errors. All of the revisions have been reviewed for legality. Changes are designated by underlining new language and striking through deleted language.

- AA School Division Legal Status
- BB School Board Legal Status
- BBAA Board Member Authority
- BCA School Board Organizational Meeting
- BCB School Board Officers
- BCE School Board Committees
- BDC Closed Meetings
- BDCA Calling and Certification of Closed Meetings
- BDDA Notification of School Board Meetings
- CBD Superintendent’s Contract, Compensation and Benefits
- CF School Building Administration
- EEAB School Bus Scheduling and Routing
- EEAC School Bus Safety Program
- IA Instructional Goals and Objectives
- IE Moment of Silence
- IF Curriculum Development and Adoption
- IFE Curriculum Guides and Course Outlines
- IKG Remediation Recovery Program
- IKH Retaking SOL Assessments
- IIBD School Libraries/Media Centers
- IICB/IICC Community Resource Persons/School Volunteers
- IGBC Parental Involvement
- IKF Standards of Learning Tests and Graduation Requirements
- JECA Admission of Homeless Children
- JFB Student Involvement in Decision Making
- JFCA Teacher Removal of Students from Class
- JFCB Sportsmanship, Ethics and Integrity
- JFCI Substance Abuse-Student Assistance Program
- JGD/JGE-R Student Suspension/Expulsion
- Options 1 & 2 *(The continuation of Option 1 is recommended.)*
- JHCB Student Immunizations
- JHCF Student Wellness
- JN Student Fees, Fines and Charges
- KH Public Gifts to the Schools

Explanation of Revisions – February 2013 Policy Update

Policy Code	Revision
AA	School Division Legal Status Policy, Legal References and Cross References updated.
BB	School Board Legal Status Policy, Legal References and Cross References updated.
BBAA	Board Member Authority Policy updated. Cross References added.
BCA	School Board Organizational Meeting Policy updated. Cross Reference added.
BCB	School Board Officers Policy Updated. Cross Reference added.
BCE	School Board Committees Policy and Legal References updated.
BDC	Closed Meetings Policy and Legal References updated. Cross References added.
BDCA	Calling and Certification of Closed Meetings Policy updated to avoid duplication of information in Policy BDC Closed Meetings and BDDA Notification of School Board Meetings.
BDDA	Notification of School Board Meetings Policy updated and now includes text formerly in BDCA Calling and Certification of Closed Meeting. Legal References and Cross References added.
CBD	Superintendent's Contract, Compensation and Benefits Policy name, contents, and Legal References updated. Cross Reference added.
CF	School Building Administration Policy updated to reflect Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals (adopted February 23, 2012 to become effective on July 1, 2013). Legal Reference and Cross References added.

EEAB	School Bus Scheduling and Routing Policy updated to reflect 8 VAC 20-70-150 and 8 VAC 20-70-160. Legal References updated.
EEAC	School Bus Safety Program Policy updated to reflect 8 VAC 20-70-140.
IA	Instructional Goals and Objectives Policy, Cross References and Legal Reference updated.
IE	Moment of Silence Policy and Legal References updated.
IF	Curriculum Development and Adoption Policy updated to reflect reduced local role in curriculum development. Legal References updated.
IFE	Curriculum Guides and Course Outlines Policy deleted. Deletion reflects reduced local role in curriculum development.
IKG	Remediation Recovery Program Policy updated to reflect Legal References. Legal References updated. Cross References added. <i>Please note: This Policy requires regulations.</i>
IKH	Retaking SOL Assessments Policy updated to reflect Legal References. Legal References updated. Cross References added.
IIBD	School Libraries/Media Centers Policy updated to reflect the content of the Legal Reference.
IICB/IICC	Community Resource Persons/School Volunteers Policy, Legal References and Cross References updated.
IGBC	Parental Involvement Policy updated to reflect Legal Reference.
IKF	Standards of Learning Tests and Graduation Requirements Policy updated to reflect regulations of Virginia Board of Education.
JECA	Admission of Homeless Children

Policy and Legal Reference updated. Cross Reference added.

JFB

Student Involvement in Decision Making

Title changed for consistency with title in indices. Cross References added.

JFCA

Teacher Removal of Students from Class

Policy updated to reflect Legal Reference. Legal Reference and Cross References added.

JFCB

Sportsmanship, Ethics and Integrity

Legal References updated. Cross References added.

JFCI

Substance Abuse-Student Assistance Program

Policy updated. Cross References added.

JGD/JGE-R

Options 1 and 2

Student Suspension/Expulsion

Form updated.

JHCB

Student Immunizations

Policy updated to correct typographical error.

JHCF

Student Wellness

Policy updated to reflect enactment of 42 USC § 1758b. Legal References and Cross Reference updated.

JN

Student Fees, Fines and Charges

Policy updated to reflect new Virginia Board of Education regulation, 8 VAC 20-720-80, which became effective December 19, 2012.

KH

Public Gifts to the Schools

Policy updated. Cross References added.



VSBA Policy Update February 2013 Policies reviewed but not revised

IEB National Motto
IEC Bill of Rights of the Constitution of the United States
JHCE Recommendation of Medication by School Personnel

Policy Revisions
and
Legal References &
Cross References Updates

SCHOOL DIVISION LEGAL STATUS

The Constitution of the Commonwealth provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the state, and seek to ensure that an educational program of high quality is established and continually maintained. The General Assembly ~~has required~~ requires that such an educational system be maintained and administered by the State Board of Education, the Superintendent of Public Instruction, division superintendents and school boards. The Board of Education divides the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the standards of quality, and will periodically review the adequacy of existing school divisions for this purpose. The supervision of schools in each school division ~~shall be~~ is vested in a school board selected in accordance with the applicable provisions of the Code of Virginia.

~~The school board is a corporate body whose official title shall be "BLANK".~~

Adopted:

Legal Refs.: Constitution of Virginia, article VIII, §§ 1, 5, 7.

Code of Virginia, 1950, as amended, §§ ~~15.2-410, 22.1-1, 22.1-2, 22.1-28,~~
22.1-71.

Cross Ref.: BB School Board Legal Status
BBAA Board Member Authority

SCHOOL BOARD LEGAL STATUS

The School Board of BLANK derives its authority from the Constitution of Virginia, the Code of Virginia, and the regulations of the State Board of Education.

The BLANK School Board members are officers of the Commonwealth.

The BLANK School Board governs the school division.

The School Board is a corporate body whose official title shall be is "BLANK School Board".

Adopted:

Legal Refs.: Constitution of Virginia, article VIII, § 7.

Code of Virginia, 1950, as amended, §§ ~~22.1-1~~, 22.1-2, 22.1-28, 22.1-31, 22.1-71.

Cross Ref.: AA School Division Legal Status
 BBAA Board Member Authority

BOARD MEMBER AUTHORITY
(and Duties)

The BLANK School Board is a body corporate, and in its corporate capacity is vested with all the powers and charged with all the duties, obligations, and responsibilities imposed upon school boards by law and may sue, be sued, contract, be contracted with, and purchase, take, hold, lease and convey school property, both real and personal. School Board members shall have no authority or duties except such as may be assigned to them by the School Board as a whole.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-71.

Cross Ref.: AA School Division Legal Status
BB School Board Legal Status

SCHOOL BOARD ORGANIZATIONAL MEETING

~~The School Board shall organize annually by the election of officers at the first meeting. The first order of business shall be the election of the School Board Chairman. The new chairman shall then assume office and preside over the remainder of the meeting.~~

~~CHOOSE ONE BASED ON APPLICABILITY:~~

- ~~• If your School Board serves a city or town constituting a school division regardless of whether its members are appointed, elected, or any combination, the organizational meeting shall be held in January or July.~~
- ~~• If your School Board serves a county constituting a school division and all the board members are appointed, the organizational meeting shall be held in July.~~
- ~~• If your School Board serves a county constituting a school division and the board members are elected in whole or in part, the organizational meeting shall be held in January or July.~~

~~At this meeting the School Board shall elect a chairman. The School Board also shall appoint a clerk and approve a designee of the division superintendent to attend meetings of the School Board in the absence or inability of the superintendent to attend. The School Board may elect a vice chairman of the board and may appoint a deputy clerk. The term of office for the above positions shall be one year. The agenda for the organizational meeting shall include setting time, place and dates of regular School Board meetings and other items of annual business as appropriate.~~

The BLANK School Board will hold an organizational meeting annually.

At that meeting the Board will

- establish its regular meeting schedule for the following year,
- elect one of its members as chairman,
- approve a designee of the superintendent to attend meetings of the School Board in case of the superintendent's absence or inability to attend, and
- appoint, on the recommendation of the superintendent, a clerk of the School Board.

Upon election, the chairman will immediately assume office and preside over the remainder of the meeting.

In addition, the Board

- may elect one of its members as vice-chairman and
- may appoint a deputy clerk.

The vice-chairman and deputy clerk, if any, will be empowered to act in all matters in case of the absence or inability to act of the chairman or clerk, respectively, or as otherwise provided by the Board.

The terms of the chairman, clerk, vice-chairman and deputy clerk will be one year.

The Board's annual organizational meeting will be held in _____¹

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-72, 22.1-76.

Cross Ref.: BCB _____ School Board Officials

FOOTNOTES ARE PROVIDED FOR USE IN POLICY DEVELOPMENT ONLY; THEY SHOULD NOT BE INCLUDED IN THE BOARD'S FINAL POLICY.

¹ Each school board should fill in this blank with either "January" or "July".
Boards which serve a city or town constituting a school division, regardless of whether their members are appointed, elected, or any combination thereof, may hold their organizational meeting in either January or July.
Boards which serve a county constituting a school division and which consist entirely of appointed members must hold their organizational meetings in July.
School boards which serve a county constituting a school division and which consist, in whole or in part, of elected members may hold their organizational meeting in either January or July.

SCHOOL BOARD OFFICERS

The officers of the School Board ~~shall be~~ are a chairman and vice-chairman. The chairman and the vice-chairman ~~shall be~~ are elected annually at the organizational meeting of the School Board.

School Board Chairman

The duties of the chairman ~~shall be~~ are to preside at all meetings of the School Board, to perform such other duties as may be prescribed by law or by action of the School Board, and to sign all legal documents approved by the School Board.

The chairman, as a member of the School Board, has a vote on all matters before the School Board which come to a vote, but does not have an additional vote as chairman in case of a tie.

Vice-Chairman

The vice-chairman, if present, shall preside in the absence of the chairman, and ~~shall be~~ is empowered to act in all matters in case of the absence or inability of the chairman to act or as provided by resolution of the School Board. If neither the chairman or vice-chairman is present, ~~the~~ a majority of Board members present, if they constitute a quorum, shall elect one from among themselves to chair the meeting.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-72, 22.1-76.

Cross Ref.: BCA School Board Organizational Meeting

SCHOOL BOARD COMMITTEES

There shall be no standing committees of the BLANK School Board, except, ~~at the School Board's option, a Student Disciplinary Committee and/or an Equal Employment Opportunity/Nondiscrimination Committee~~ LIST ANY STANDING COMMITTEES HERE.

Special committees may be appointed by the chairman or created by School Board action. These committees shall be appointed or created for a specific purpose and shall expire upon completion of the assigned task unless School Board action authorizes temporary continuance of such committees.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-277.06.

Cross Refs.:	BCEA	Disciplinary Committee
	BDA/BDB	Regular/Special School Board Meetings
	BDA	<u>Regular School Board Meetings</u>
	BDB	<u>Special School Board Meetings</u>
	BDC	Closed Meetings
	GB	Equal Employment Opportunity/Nondiscrimination

CLOSED MEETINGS

- A. Closed meetings may be held by the School Board or any committee¹ thereof only in accordance with Virginia law, for purposes including the following:
1. Discussion, consideration or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining or resignation of specific public officers, appointees or employees of the School Board. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter which involves the teacher and some student and the student involved in the matter is present, provided the teacher makes a written request to be present to the presiding officer of the School Board.
 2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student in the BLANK school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents or guardians so request in writing and such request is submitted to the presiding officer of the School Board.
 3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the School Board.
 4. The protection of the privacy of individuals in personal matters not related to public business.
 5. Discussion concerning a prospective business or industry or the expansion of an existing business or industry where no previous announcement has been made of the business' or industry's interest in locating or expanding its facilities in the community.
 6. Discussion or consideration of the investment of public funds where competition or bargaining is involved, where if made public initially, the financial interest of the School Board would be adversely affected.

Footnotes are for reference only. They should be eliminated from an individual board's final policy.

¹ "Committee" includes subcommittees and other entities, however designated, of the School Board created to perform delegated functions of the Board or to advise the Board. It does not exclude any such committee, subcommittee or entity because it has private sector or citizen members.

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the School Board; and consultation with legal counsel employed or retained by the School Board regarding specific legal matters requiring the provision of legal advice by such counsel. For purposes of this ~~subdivision~~ subsection, "probable litigation" means litigation which has been specifically threatened or on which the School Board or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. The closure of a meeting is not permitted merely because an attorney representing the School Board is in attendance or is consulted on a matter.
8. Discussion or consideration of honorary degrees or special awards.
9. Discussion or consideration of tests or examinations or other records excluded from public disclosure pursuant to Va. Code § 2.2-3705.1.
10. Discussion of strategy with respect to the negotiation of a hazardous waste siting agreement or to consider the terms, conditions, and provisions of a hazardous waste siting agreement if the School Board in open meeting finds that an open meeting will have an adverse effect upon the negotiating position of the School Board or the establishment of the terms, conditions and provisions of the siting agreement, or both. All discussions with the applicant or its representatives may be conducted in a closed meeting.
11. Discussion or consideration of medical and mental health records excluded from disclosure under Va. Code § 2.2-3705.5.
12. Discussion of plans to protect public safety as it relates to terrorist activity and briefings by staff members, legal counsel, or law-enforcement or emergency service officials concerning actions taken to respond to such activity or a related threat to public safety; or discussion of reports or plans related to the security of any governmental facility, building or structure, or the safety of persons using such facility, building or structure.
13. Discussion or consideration of records excluded from mandatory disclosure pursuant to subdivision 11 of Va. Code § 2.2-3705.6 (the Public Private Education Facilities and Infrastructure Act) by the School Board or any independent review panel appointed to review information and advise the School Board concerning such records.
14. Discussion of the award of a public contract involving the expenditure of public funds, including interviews of bidders or offerors, and discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the School Board.

- B. No resolution, ordinance, rule, contract, regulation or motion adopted, passed or agreed to in a closed meeting shall become effective unless the School Board, following the meeting, reconvenes in open meeting and takes a vote of the membership on such resolution, ordinance, rule, contract, regulation or motion which shall have its substance reasonably identified in the open meeting.
- C. The School Board or any committee thereof may permit nonmembers to attend a closed meeting of the Board or committee if such persons are deemed necessary or if their presence will reasonably aid the Board or committee in its consideration of a topic which is a subject of the meeting.
- D. School Board members may attend closed meetings held by any committee or subcommittee of the Board, or a closed meeting of any entity, however designated, created to perform the delegated functions of or to advise the Board. School Board members shall in all cases be permitted to observe the closed meeting of the committee, subcommittee or entity. In addition to the requirements of Va. Code § 2.2-3707, the minutes of the committee or other entity shall include the identity of the School Board members who attended the closed meeting.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3711, 2.2-3712.

Cross Ref.: BCE School Board Committees
 BCEA Disciplinary Committee
 BCF Advisory Committees to the School Board
 BDDA Notification of School Board Meetings

CALLING AND CERTIFICATION OF CLOSED MEETINGS

- A. No closed meetings shall be held by the School Board or any committee¹ thereof unless the School Board or committee has taken an affirmative recorded vote in an open meeting approving a motion which (i) identifies the subject matter, (ii) states the purpose of the meeting and (iii) makes specific reference to the applicable exemption or exemptions from open meeting requirements provided in the Virginia Freedom of Information Act, ~~and stated in Policy BDC~~. The matters contained in such motion shall be set forth in detail in the minutes of the open meeting. A general reference to the provisions of the Virginia Freedom of Information Act or authorized exemptions from open meeting requirements, or the subject matter of the closed meeting shall not be sufficient to satisfy the requirements for holding a closed meeting.
- ~~B. The notice provisions of the Virginia Freedom of Information Act shall not apply to closed meetings of the Board held solely for the purpose of interviewing candidates for the position of superintendent. Prior to any such closed meeting for the purpose of interviewing candidates the School Board shall announce in an open meeting that such closed meeting shall be held at a disclosed or undisclosed location within fifteen days thereafter.~~
- B. The School Board, or committee thereof, in holding a closed meeting, shall restrict its discussion during the closed meeting only to those purposes specifically exempted under the Virginia Freedom of Information Act and identified in the motion required in ~~part~~ subsection A, above.
- C. At the conclusion of any closed meeting, the School Board or committee thereof shall immediately reconvene in an open meeting ~~immediately thereafter~~ and shall take a roll call or other recorded vote to be included in the ~~Board~~ minutes, certifying that to the best of each member's knowledge (i) only public business matters lawfully exempted from open meeting requirements, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the meeting ~~by the School Board~~. Any member of the Board or committee who believes that there was a departure from the requirements of subdivisions (i) and (ii) above, shall so state prior to the vote, indicating the substance of the departure that, in his judgment, has taken place. The statement shall be recorded in the ~~School Board~~ minutes of the meeting.

Footnotes are for reference only. They should be eliminated from an individual board's final policy.

¹ "Committee" includes subcommittees and other entities, however designated, of the School Board created to perform delegated functions of the Board or to advise the Board. It does not exclude any such committee, subcommittee or entity because it has private sector or citizen members.

D. Failure of the certification required by subsection ~~DC~~, above, to receive the affirmative vote of a majority of the members of the ~~School Board~~ present during a meeting shall not affect the validity or confidentiality of such meeting with respect to matters considered therein in compliance with these provisions. The recorded vote and any statement made in connection therewith, shall upon proper authentication, constitute evidence in any proceeding brought to enforce these provisions the Virginia Freedom of Information Act.

~~E. The School Board may permit non-members to attend a closed meeting if such persons are deemed necessary or if their presence will reasonably aid the Board in its consideration of a topic which is a subject of the meeting.~~

E. Except as specifically authorized by law, in no event may the School Board or committee thereof take action on matters discussed in any closed meeting, except at an open meeting for which notice was given pursuant to Va. Code § 2.2-3707 and Policy BDDA.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3701, 2.2-3712.

Cross Refs.: BCE School Board Committees
BCEA Disciplinary Committee
BCF Advisory Committees to the School Board
BDC Closed Meetings
BDDA Notification of School Board Meetings

NOTIFICATION OF SCHOOL BOARD MEETINGS

Regular Meetings

The School Board and any committees¹ thereof shall give notice of the date, time, and location of ~~its~~ their regular meetings by placing a notice in a prominent public location at which notices are regularly posted and in the office of the clerk of the School Board at least three working days prior to the meeting. In addition, the School Board and any committees thereof shall publish notice of ~~its~~ their meetings by electronic means whenever feasible. At least one copy of all agenda packets and other nonexempt materials furnished to members of the School Board and any committees thereof shall be made available for public inspection at the same time the documents are furnished to ~~School Board~~ members of the School Board or committee.

Special Meetings

Notice, reasonable under the circumstance, of special or emergency meetings shall be given contemporaneously with the notice provided to members of the School Board or committee.

Notification of Closed Meetings Held Solely for the Purpose of Interviewing Candidates for the Position of Superintendent

The notice provisions described above do not apply to closed meetings of the Board held solely for the purpose of interviewing candidates for the position of superintendent. Prior to any such closed meeting the School Board shall announce in an open meeting that such closed meeting shall be held at a disclosed or undisclosed location within fifteen days thereafter.

Direct Notification

Notice of all School Board meetings and committee meetings shall be furnished directly to any person who requests such information. Requests to be notified of all meetings should be made at least once a year in writing and include the requester's name, address, zip code, daytime telephone number, electronic mail address, if available, and organization, if any. Unless the person making the request objects, the

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school division may provide electronic notice of all meetings in response to such requests.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3707, 2.2-3712.

Cross Refs.: BCE School Board Committees
BCEA Disciplinary Committee
BCF Advisory Committees to the School Board
BDA Regular School Board Meetings
BDB Special School Board Meetings

SUPERINTENDENT'S CONTRACT, COMPENSATION AND BENEFITS

The superintendent's contract shall ~~be negotiated from time to time as provided by State law and School Board policy. The contract shall set forth the superintendent's compensation and benefit package.~~ The superintendent's contract is available to the public pursuant to the Virginia Freedom of Information Act.

The School Board shall not renegotiate a superintendent's contract during the period following the election or appointment of new members and the date such members are qualified and assume office.

When the superintendent's contract is being renegotiated, each member of the School Board will be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated ~~contracts~~ contract unless the members agree unanimously to take the vote without the 30 days notice. Each member's vote on the renegotiated contract will be recorded in the minutes of the meeting.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3705.8, 22.1-60, ~~22.1-67~~.

Cross Ref.: CBB Appointment and Term of the Division Superintendent

SCHOOL BUILDING ADMINISTRATION

The principal is the chief executive of the school.

~~The principal, under the direction of the superintendent, or his/her designee, is charged with the administration, supervision, and operation of the individual school program. It is the principal's responsibility to see that the school functions within the framework of regulations of the superintendent, the policies of the School Board and the State Board of Education. The principal is expected to provide leadership to the staff and assists in interpreting the educational program in the community. The principal shall respond to concerns expressed by parents and involve the community in planning and problem solving for the school where appropriate. The principal must have successfully served as a teacher; have demonstrated administrative ability; and satisfied the educational requirements for the position.~~

~~The principal prepares budget requests indicating needs for the school, and controls and expends funds allocated to the school. The principal implements the severe weather and disaster plans upon notification by the superintendent or his/her designee.~~

The BLANK School Board, upon recommendation of the superintendent, employs principals and assistant principals who hold licenses as prescribed by the Board of Education.

A principal provides instructional leadership in, is responsible for the administration of and supervises the operation and management of the school or schools and property to which he has been assigned, in accordance with the rules and regulations of the School Board and under the supervision of the superintendent.

A principal may submit recommendations to the superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his supervision.

In evaluating the performance of principals and assistant principals, the superintendent shall consider the criteria and process set forth in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals. Those criteria include standards addressing instructional leadership, school climate, human resources management, organizational management, communication and community relations, professionalism and student academic progress.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:5, 22.1-293, 22.1-294.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals, Virginia Board of Education (approved Feb. 23, 2012).

Cross Refs.: EB School Crisis, Emergency Management, and Medical
Emergency Response Plan
DGC School Activity Funds
DGD Funds for Instructional Materials and Office Supplies

SCHOOL BUS SCHEDULING AND ROUTING

The operation of school buses is scheduled to maximize safety and efficiency.

School bus routes, school sites, and safety of students at designated school bus stops ~~are shall be~~ reviewed at least once each year and as changes occur. Routes are reviewed for safety hazards, fuel conservation, and to assure ~~maximum~~ the most efficient use of buses. School administrators shall evaluate the safety of pupils at bus stops periodically and shall, at the request of the School Board, report the results annually to the School Board.

A written vehicular and pedestrian traffic control plan for each school shall be reviewed annually for safety hazards. All new school site plans shall include provisions that promote vehicular and pedestrian safety.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

8 VAC 20-70-150.

8 VAC 20-70-160.

Cross Ref.: EB School Crisis, Emergency Management, and Medical
Emergency Response Plan

SCHOOL BUS SAFETY PROGRAM

All buses and other vehicles owned and operated by the school division ~~will be~~ are inspected for safety in accordance with the regulations prescribed by the Department of Education.

All accidents, regardless of the amount of damage involved, must be reported to the transportation supervisor.

Crashes involving school buses resulting in property damage of \$1,500 or more or personal injury will be reported to the Virginia Department of Education at least once per month. The superintendent or designee will notify the Virginia Department of Education of any school bus crash involving serious injuries, requiring professional medical treatment, or death within the next working day after the crash.

No person shall use any wireless telecommunications device, whether handheld or otherwise, while driving a school bus, except in case of an emergency, or when the vehicle is lawfully parked and for the purposes of dispatching. Nothing in this section shall be construed to prohibit the use of two-way radio devices authorized by the owner of the school bus.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 46.2-919.1.

8 VAC 20-70-130.

8 VAC 20-70-140.

INSTRUCTIONAL GOALS AND OBJECTIVES

A. Generally

~~The BLANK school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.~~

~~The educational program shall introduce each student to a variety of interests and areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education and future employment. As students demonstrate increased maturity, they may assume more responsibility for the decisions regarding their education.~~

~~The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.~~

B. Standards of Quality and Objectives

~~The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations. Education seeks to aid each student, consistent with his/her abilities, to:~~

- ~~1. Develop competence in the basic learning skills;~~
- ~~2. Develop the intellectual skills of rational thought and creativity;~~
- ~~3. Acquire knowledge and process skills of science and technology;~~
- ~~4. Progress on the basis of achievement;~~
- ~~5. Qualify for further education and/or employment;~~
- ~~6. Develop personal standards of ethical behavior and moral choice;~~
- ~~7. Participate in society as a responsible family member and citizen;~~
- ~~8. Develop a positive and realistic concept of self and others;~~

- ~~9. Practice sound habits of personal health and physical fitness;~~
- ~~10. Enhance the quality of the environment;~~
- ~~11. Develop skills, knowledge, and attitudes regarding the arts;~~
- ~~12. Acquire a basic understanding and appreciation of democracy and the free enterprise system;~~
- ~~13. Raise student and school achievement in the core Standards of Learning.~~
- ~~14. Develop proficiency in the use of computers and related technology.~~

~~C. Standards of Quality – Programs and Services~~

~~The School Board commits itself to providing programs and services as stated in the Standards of Quality to an extent proportionate to the availability of state and local funding.~~

The BLANK School Board shall develop and implement a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

The School Board shall also implement:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based

3. career and technical education programs incorporated into the kindergarten through grade 12 curricula

4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03

5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law

6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs

7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning

8. adult education programs for individuals functioning below the high school completion level

9. a plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students

10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher

11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma

12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs

13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students

14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level

15. a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the School Board

16. a program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development

17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1. et seq.

~~8 VAC 20-131-10 et seq.~~

Cross Refs.: IGBI Advanced Placement Classes and Special Programs
JHCF Student Wellness

MOMENT OF SILENCE

The BLANK School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment 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: (1) remains seated and silent and (2) does not disrupt or distract other students during the moment of silence. The moment may be used for any lawful silent activity, including personal reflection, prayer and meditation. ~~However, the teacher responsible for each class~~ Teachers shall not influence, in any way, students to pray or meditate or not to pray or meditate during the moment of silence. ~~Students and employees are prohibited from praying aloud during the moment of silence.~~

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-203; ~~Virginia State Board of Education "Guidelines Concerning Religious Activity in the Public Schools;"~~ Wallace v. Jaffree, 472 U.S. 38 (1985).

CURRICULUM DEVELOPMENT AND ADOPTION

~~The curriculum shall meet or exceed the requirements of the Code of Virginia and regulations of the State Board of Education and shall be aligned to the Standards of Learning.~~

~~The curriculum is a means to achieve pupil learning.~~

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

~~The purposes of the process are to:~~

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

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

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

~~The superintendent shall present new courses and new educational programs to the Board for action, as well as programs and courses that have extensive revisions or additions.~~

The curriculum is a coherent and comprehensive plan for teaching and learning built upon a framework that promotes continuity and the cumulative acquisition and application of skills. The curriculum shall state clearly and specifically what students are expected to know and be able to do by grade level and course. BLANK School Board curricula shall meet or exceed the requirements of the Code of Virginia and regulations of the Virginia Board of Education and, at a minimum, shall be aligned to the Standards of Learning.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1.B.

~~8 VAC 20-131-10 et seq.~~

Cross Ref.: AF Comprehensive Plan

REMEDATION RECOVERY PROGRAM

The BLANK School Division ~~Board~~ Board supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain Standards of Learning (SOL) assessments. Therefore, the BLANK School Division ~~Board will establish~~ has implemented a Remediation Recovery Program as established by the Virginia Board of Education. ~~Such program will be delineated~~ Remediation recovery is a program which encourages successful remediation of students who do not pass certain SOL tests in kindergarten through grade 8 and high school English and mathematics. The program is administered through regulations promulgated by the superintendent. Students eligible to participate in such program will include students in kindergarten through eighth grade 12 who have failed the SOL assessment in the areas of English (Reading, Literature, and Research) or mathematics or both, and students at the high school level who have failed to pass an SOL assessment in mathematics.

~~Students who retake an SOL must have participated in some form of remediation, including the remediation recovery program, to be eligible for retesting. Also, students who participate in the remediation recovery program are expected to retake the applicable SOL test at the next regularly scheduled administration of the test, and may only be counted in remediation recovery once for one grade/SOL test. At the high school level, students may continue to retake end-of-course tests as many times as necessary to earn verified credit.~~

Students who fail the grades 3 through 7 reading and/or mathematics tests and participate in a remediation recovery program after being promoted to the next grade will not retake the failed test or tests.

Students who fail either the grade 8 reading or mathematics test, or an end-of-course English or mathematics test, and participate in a remediation recovery program will continue to retake the applicable SOL test at the next regularly scheduled administration.

Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record.

The following students are ineligible for the remediation recovery program:

- ~~students in kindergarten through eighth grade 8 who are retested because they were retained and had not previously passed a grade-level~~ the grade 8 test in English (Reading, Literature, and Research) reading or mathematics
- ~~students who retake an end-of-course test as a result of failing and retaking a~~ an English or mathematics course at the high school level

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:1.

~~8 VAC 20-131-10 et seq.~~

~~8 VAC 20-131-30.G.~~

8 VAC 20-131-280.

Guidance Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public School in Virginia 8 VAC 20-131 (Virginia Board of Education as amended January 13, 2011).

Cross Refs.: IKF Standards of Learning Tests and Graduation Requirements
IKH Retaking SOL Assessments
IL Testing Programs

RETAKE SOL ASSESSMENTS

~~Eligible students may qualify for an expedited retake of an end-of-course SOL assessment to earn a verified credit where the student meets the criteria established by the Virginia Board of Education.~~

Students in kindergarten through grade 8 are not required to retake Standards of Learning (SOL) tests unless they are retained in grade and have not previously passed the test or they are placed in a remediation recovery program developed by the School Board. Students in high school are not required to retake end-of-course SOL tests unless the student previously failed the course and the test, or the student needs to earn verified credit for graduation.

With such funds as are appropriated by the General Assembly, the Board of Education will provide opportunities for students who meet criteria adopted by that board to have an expedited retake of a SOL test to earn verified credit or to meet literacy and numeracy requirements for the Modified Standard Diploma.

Under the criteria established by the state Board, the student must

- need the test for verified credit; and
- have passed the course associated with the test, and have met one of the following
 - failed the test by a narrow margin, or
 - failed the test by any margin and have extenuating circumstances that would warrant retesting, or
 - did not sit for the regularly scheduled test for legitimate reasons.

For purposes of these criteria, “narrow margin” means a scaled score of 375-399. The division superintendent will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for purposes of establishing eligibility for an expedited retest of an end-of-course SOL assessment.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-254(D).

~~8 VAC 20-131-10 et seq.~~

~~8 VAC 20-131-10 et seq.~~

8 VAC 20-131-30.

8 VAC 20-131-110.

Guidance Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public School in Virginia 8 VAC 20-131 (Virginia Board of Education as amended January 13, 2011).

Cross Refs.: IKF Standards of Learning Tests and Graduation Requirements
IKG Remediation Recovery Program
IL Testing Programs

SCHOOL LIBRARIES/MEDIA CENTERS

~~The primary function of a school's library media center is to implement, enrich and support the educational program of the school. The center provides a wide range of materials at various levels of sophistication with a diversity of appeal and the presentation of different points of view.~~

~~To this end the School Board declares that the primary responsibilities of the library media center are:~~

- ~~1. To provide materials that will stimulate the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards;~~
- ~~2. To provide a source of information which when consulted may enable pupils to make informed judgments;~~
- ~~3. To provide materials containing a wide range of views on issues so that students may develop the practice of critical reading and thinking;~~
- ~~4. To provide materials representative of religious, ethnic and cultural groups and their contribution to the American heritage; and,~~
- ~~5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.~~

Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.

Each school shall provide a variety of materials and equipment to support the instructional program.

Adopted:

Legal Ref.: 8 VAC 20-131-190.

COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The BLANK ~~Public Schools~~ School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school will direct the activities of parents, volunteers and other community resources at the building level.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ ~~22.1-70, 22.1-78.~~

8 VAC 20-131-20.

8 VAC 20-131-270.

Cross Ref.: AD Educational Philosophy
IGBC Parental Involvement
KA Goals for School-Community Relations
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

PARENTAL INVOLVEMENT

Generally

The BLANK School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The BLANK School Board endorses the parental involvement goals of Title I (20 U.S.C. § 6318) and Title III (20 U.S.C. § 7012(e) and encourages the regular participation by parents of all children including those eligible for Title I and Limited English Proficiency (LEP) programs in all aspects of those programs.

In keeping with these beliefs, it is the intention of the BLANK School Board to cultivate and support active parental involvement in student learning. The BLANK School Board will:

- provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, the Reading First program, Early Reading First program, Even Start program, and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- implement strategies to involve parents in the educational process, including:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents and families to use with their children
 - keeping families informed of the objectives of ~~district~~ division educational programs as well as of their child's participation and progress with these programs
- enable families to participate in the education of their children through a variety of roles. For example, family members may
 - provide input into ~~district~~ division policies
 - volunteer time within the classroom and school program
- provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- perform regular evaluations of parent involvement at each school and in the ~~district~~ division

- provide access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provide information in a language understandable to parents

In addition, for parents of students eligible for LEP programs, the School Board will inform such parents of how they can be active participants in assisting their children

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Parental Involvement in Title I Plan

The BLANK School District Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the District's Board's Title I plan. Parents may participate by

INSERT OPPORTUNITIES FOR PARTICIPATION HERE

Parental Involvement in School Review and Improvement

The BLANK School District Division encourages parents of children eligible to participate in Title I, Part A, and LEP programs to participate in the process of school review and, if applicable, school improvement as implemented by ~~the No Child Left Behind Act of 2001, 20 U.S.C. § 2316.~~ Parents may participate by

INSERT OPPORTUNITIES FOR PARTICIPATION HERE

District Division Responsibilities

The BLANK School District Division, and each school which receives Title I, Part A, funds, **WILL**:

- provide assistance to parents of children served by the school or district division, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children

- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement
- educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand and
- provide such other reasonable support for parental involvement activities as parents may request

The BLANK School District Division, and each school which receives Title I, Part A, funds, **MAY**:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from Title I funds if the district division has exhausted all other reasonable available sources of funding for such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such

conferences at school in order to maximize parental involvement and participation

- adopt and implement model approaches to improving parental involvement
- establish a ~~districtwide~~ divisionwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section ~~and,~~
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

School Parental Involvement Policies

Each school served under Title I, Part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved
- offering a flexible number of meetings, such as meetings in the morning or evening. ~~and~~ Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under ~~the No Child Left Behind Act of 2001, 20 U.S.C. § 6312(b)(2),~~ except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- providing parents of participating children:
 - timely information about Title I, Part A, programs;
 - a description and explanation of the curriculum in use at the school, the academic assessments used to measure student

- progress, and the proficiency levels students are expected to meet;
and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible and
- if the schoolwide program plan under ~~the No Child Left Behind Act of 2001~~, 20 U.S.C. § 6312(b)(2) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the District School Board

Parental Involvement in Allocation of Funding

Parents of children receiving services under Title I, Part A, shall be involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

Policy Review

The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of the schools receiving Title I, Part A, or LEP funds. This evaluation will identify barriers to greater participation by parents (particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of that evaluation to design strategies for more effective parental involvement, and to revise, if necessary, this policy.

Adopted:

Legal Refs.: 20 U.S.C. §§ 6312, 6316, 6318.

Code of Virginia, 1950, as amended, § 22.1-78.

Cross Refs.:	AD	Educational Philosophy
	BCF	Advisory Committees to the School Board
	IAA	Notification of Learning Objectives
	IKA	Parental Assistance with Instruction

STANDARDS OF LEARNING TESTS AND GRADUATION REQUIREMENTS

I. Standards of Learning (SOL) Tests and Verified Units of Credit

The Board of Education has established educational objectives known as the Standards of Learning, which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The BLANK School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds¹ the requirements of the Board of Education.

In kindergarten through eighth grade, where Standards of Learning (SOL) tests are required by the Board of Education, each student is expected to take the SOL tests. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school will take all applicable end-of-course SOL tests. Students who successfully complete the requirements of the course and achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

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

A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described below.

A student may also earn a verified unit of credit by the following methods:

- in accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any

FOOTNOTES ARE PROVIDED FOR USE IN POLICY DEVELOPMENT ONLY; THEY SHOULD NOT BE INCLUDED IN THE BOARD'S FINAL POLICY.

¹ Divisions which have graduation requirements which exceed the requirements of the Board of Education should include them in this policy, or in an accompanying regulation.

elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.

- upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

~~Upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The superintendent by regulation will determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.~~

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

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

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

II. Graduation Requirements

A. Generally

~~In order to graduate from BLANK Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation and the Standards of Quality.~~

The School Board will award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

B. Types of Diplomas and Certificates

BLANK School Board will award diplomas and certificates in accordance with state laws and regulations, ~~including Standard Diplomas, Standard Technical Diplomas, Advanced Studies Diplomas, Modified Standard Diplomas, Special Diplomas, Certificates of Program Completion, General Achievement Diplomas, and General Educational Development (GED) Certificates.~~

The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4.

~~8 VAC 20-131-10.~~

8 VAC 20-131-30.

8 VAC 20-131-50.

8 VAC 20-131-110.

Cross Refs.:	IAA	Notification of Learning Objectives
	IGA	Basic Instructional Program
	IKFA	Locally Awarded Verified Credits

ADMISSION OF HOMELESS CHILDREN

The BLANK School Board is committed to educating homeless children and youth. Homeless children and youth shall not be stigmatized or segregated on the basis of their status as homeless. The school division will coordinate the identification and provision of services to such students with relevant local social services agencies and other agencies and programs providing services to such students, and with other school divisions as may be necessary to resolve interdivisional issues.

The BLANK School ~~District~~ Division will serve each homeless student according to the student's best interest and will

- continue the student's education in the school of origin for the duration of homelessness
- if the student becomes homeless between academic years or during an academic year; or
- for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- enroll the student in any public school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of a homeless student, the BLANK School Board shall

- to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- provide a written explanation, including a statement regarding the right to appeal as described below, to the homeless student's parent or guardian, if the division sends the student to a school other than the school of origin or a school requested by the parent or guardian; and
- in the case of an unaccompanied youth, ensure that the district's division's homeless liaison assists in placement or enrollment decisions regarding the student, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal described below.

Enrollment

The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, birth records, medical records, proof of residency, or other documentation.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization, birth, or medical records, the enrolling school shall immediately refer the parent or guardian of the student to the district's division's homeless liaison, who shall assist in obtaining necessary immunizations, or immunization, birth, or medical records.

If the documentation regarding the comprehensive physical examination required by Policy JHCA Physical Examinations of Students cannot be furnished for a homeless child or youth, and the person seeking to enroll the pupil furnishes to the school division an affidavit stating that the documentation cannot be provided because of the homelessness of the child or youth and also indicating that, to the best of his or her knowledge, such pupil is in good health and free from any communicable or contagious disease, the school division shall immediately refer the student to the local school division's homeless liaison who shall, as soon as practicable, assist in obtaining the necessary physical examination by the county or city health department or other clinic or physician's office and shall immediately admit the pupil to school.

The decision regarding placement shall be made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Enrollment Disputes

If a dispute arises over school selection or enrollment in a school

- the homeless student shall be immediately admitted to the school in which enrollment is sought and provided all services for which he or she is eligible, pending resolution of the dispute;
- the parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision;
- the student, parent, or guardian shall be referred to the district's division's homeless liaison who shall carry out the appeal process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Appeal Process

Oral Complaint

In the event that an unaccompanied student or the parent or guardian of a student (hereinafter referred to as the Complainant) disagrees with a school's decision regarding the student's eligibility to attend the school, the Complainant shall orally present his position to the division's homeless liaison.

Written Complaint

If the disagreement is not resolved within five (5) school days, the Complainant may present a written complaint to the homeless liaison. The written complaint must include the following information: the date the complaint is given to the homeless liaison; a summary of the events surrounding the dispute; the name(s) of the school division personnel involved in the enrollment decision; and the result of the presentation of the oral complaint to the homeless liaison.

Within five (5) school days after receiving the written complaint, the homeless liaison will reach a decision regarding the contested enrollment and shall provide a written statement of that decision, including the reasons therefore, to the Complainant. The liaison will inform the Superintendent of the formal complaint and its resolution.

Appeal to Superintendent

If the Complainant is not satisfied with the written decision of the homeless liaison, the Complainant may appeal that decision to the Superintendent by filing a written appeal. The homeless liaison shall ensure that the Superintendent receives copies of the written complaint and the response thereto. The Superintendent or designee shall schedule a conference with the Complainant to discuss the complaint. Within five (5) school days of receiving the written appeal, the Superintendent, or designee, shall provide a written decision to the Complainant including a statement of the reasons therefore.

Comparable Services

Each homeless student shall be provided services comparable to services offered to other students in the school attended by the homeless student including the following:

- transportation services;
- educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- programs in vocational and technical education;
- programs for gifted and talented students; and
- school nutrition programs.

Transportation

At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation will be provided for a homeless student to and from the school of origin as follows:

- if the homeless child or youth continues to live in the area served by the division in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the division in which the school of origin is located.
- if the homeless child's or youth's living arrangements in the area served by the division in which the school of origin is located terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another division, the division of origin and the division in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the divisions are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

Definitions

The term "homeless student" means an individual who lacks a fixed, regular, and adequate nighttime residence and includes:

1. children and youths, including unaccompanied youths who are not in the physical custody of their parents, who
 - a. are sharing the housing of other persons due to loss of housing, economic hardship, or other causes; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations or in emergency, congregate, temporary, or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - b. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
 - c. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
2. migratory children who qualify as homeless for the purposes of this policy because the children are living in circumstances described above.

The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, has moved from one school district division to another in order to obtain, or accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

Adopted:

Legal Refs.: 20 U.S.C. § 6399

42 U.S.C. §§ 11302, 11431, ~~et seq.~~ 11432, 11433.

Code of Virginia, 1950 as amended, §§ 22.1-3, 22.1-70, 22.1-78, 22.1-253.13:1-D-6-, 22.1-270.

Superintendent's Memo No. 64 (Dec. 5, 2003).

Cross Ref.: JEC School Admission
 JHCA Physical Examinations of Students

STUDENT INVOLVEMENT IN DECISION MAKING

The School Board recognizes the student body as a significant part of the community and in the decision making process.

Student input is important in the data collection process, and on relevant issues students' views will be sought and considered by the superintendent and the School Board.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.

~~8 VAC 20-131-20.~~

Cross Refs.: AE School Division Goals and Objectives
 BBBB Student Liaison to the School Board

TEACHER REMOVAL OF STUDENTS FROM CLASS

Teachers shall have the initial authority to remove students from class for disruptive behavior. "Disruptive behavior" means a violation of School Board regulations governing student conduct that interrupts or obstructs the learning environment.

Criteria for Removal

~~Prior to the removal of a student from class under this policy, the following criteria must be met:~~ In order for a teacher to remove a student from class for disruptive behavior

- ~~• the student's behavior is disruptive.~~
- removal of the student from the class is must be necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior
- ~~teacher and/or administrative~~ interventions by the teacher and/or administrators have been attempted and failed to end the student's disruptive behavior, and
- notice of the student's disruptive behavior and the opportunity to meet with the teacher and/or school administrators must have been provided to the student's parents as described below.

~~When all of the above criteria have been satisfied, teacher removal of a student from class shall be deemed appropriate.~~ a teacher may remove a student from class.

Requirements for Incident Reports

Teachers should write incident reports regarding all incidents of disruptive behavior. The reports will be filed with the school administration and provided to the student's parents within 24 hours of the incident. The parents must be given the opportunity to meet with the teacher and/or school administrator to discuss the student's behavior and the possible consequences if the behavior continues. The teacher will document, in writing, his or her attempts to request and encourage the parents to meet with him or her or school administrators.

~~No removal under this policy shall occur~~ A student may not be removed from class for disruptive behavior unless two prior written incident reports have been filed with school administrators and provided to the student's parents concerning two prior incidents of disruptive behavior. Upon removal, the teacher shall file a "Student Removal Form" (attached JFCA-E) with school administrators. The teacher will include and any other documentation supporting the removal including, but not limited to, the previous two incident reports.

Procedures for Written Notification of Student and Parents

The teacher shall provide copies of any incident report and Student Removal Form to the student and his or her parents and notify them of the opportunity to meet with the teacher and/or school administrators to discuss the behavior and the possible consequences if the behavior continues. Such notice shall be provided within twenty-four hours of each incident. The teacher shall document, in writing, his or her attempts to request and encourage the parents to meet with school administrators and/or the teacher. Such notice and documentation shall be required for each incident report and student removal.

Guidelines for Alternative Assignment and Instruction of Removed Students

The principal shall determine the appropriate placement of the any student removed from class by a teacher. The principal ~~has several options regarding the placement of a removed student including, but not limited to:~~ may

- ~~assigning~~ the student to an alternative program
- ~~assigning~~ the student to another class
- ~~sending~~ the student to the principal's office or study hall. If the principal chooses this option, the teacher shall provide and evaluate appropriate make-up work for the student
- ~~suspending the student or expelling~~ recommend the student for expulsion. If the principal chooses this option, alternative instruction and assignment, if any, shall be provided according to School Board policy and in the case of students with disabilities, in accordance with federal law
- ~~returning~~ the student to class (~~see~~ in accordance with the procedures below)

Procedure for the Student's Return to Class

The principal shall determine, after consultation with the teacher, the duration of the student's removal from class. The principal shall notify the teacher of the decision to return the student to class. ~~The following procedure shall apply if~~ If the teacher disagrees with the principal's decision to return a student to the class:

- the teacher and principal shall discuss the teacher's objection to returning the student to class and the principal's reason for returning the student.
- the teacher, after meeting with the principal, may appeal the principal's decision to the superintendent or designee within one school day. The incident reports and removal form must accompany the appeal. After discussion with the principal and teacher or receiving their written comments, the decision of the superintendent or designee shall be final. The decision shall be made within forty-eight hours of the teacher's appeal. During the appeal process, the student

shall not be returned to class and the principal will determine an appropriate placement for the student.

Once the decision has been made to return the student to class, the teacher and principal shall develop a plan to address future disruptive behavior.

Other Provisions

The principal shall ensure that students removed from class under this policy continue to receive an education in accordance with School Board policies.

Application of this policy to students with disabilities shall be consistent with federal and state law and regulations as well as School Board policy regarding students with disabilities.

Teacher deficiencies in classroom management shall be addressed in teacher evaluations pursuant to Policy GCN Evaluation of Professional Staff.

This policy does not limit or restrict the ability of School ~~Division~~ Board employees to apply other policies, regulations or laws for maintaining order in the classroom.

Adopted:

Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-276.01, 22.1-276.2

Cross Refs:	GCN	Evaluation of Professional Staff
	JFC	Student Conduct
	<u>JFC-R</u>	<u>Standards of Student Conduct</u>
	JGDA	Disciplining Students with Disabilities
	<u>JGDB</u>	<u>Discipline of Students with Disabilities for Infliction of Serious Bodily Injury</u>
	JGD/JGE	Student Suspension/Expulsion

STUDENT REMOVAL FORM

School Name:

Student: _____

Teacher: _____

Class: _____

Date: _____

Description of Behavior:

Administrative and/or Teacher Interventions Attempted Prior to Removal and Results

Date of Prior Incident Reports:
(Note: Prior incident reports must be attached.)

Signature of Teacher:

SPORTSMANSHIP, ETHICS AND INTEGRITY

The School Board recognizes the value of extracurricular activities in the educational process and the values that students develop when they have the opportunity to participate in an organized activity outside of the traditional classroom.

Participants and responsible adults involved in School Board approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice and competitions as is expected in the classroom. The School Board further encourages the development and promotion of sportsmanship, ethics and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups and support/booster groups.

Adopted:

Legal Ref.: Code of Virginia, 1950 as amended, §§ 22.1-78, ~~22.1-176 (B)~~, ~~22.1-207~~, ~~22.1-208~~, ~~22.1-211~~, ~~22.1-253.13:1~~.

Cross Ref.:	<u>JFC</u>	<u>Student Conduct</u>
	<u>JFC-R</u>	<u>Standards of Student Conduct</u>
	<u>JFCC</u>	<u>Student Conduct on School Buses</u>
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

SUBSTANCE ABUSE - STUDENT ASSISTANCE PROGRAM

The primary responsibility for helping students who are involved with substance abuse lies with the students and their parents. Nevertheless, the School Board strives to provide a supportive school environment is necessary for students who have been involved with substance use/abuse use or abuse.

The School Board supports substance abuse programs which may vary in scope according to individual needs. Included among these ~~would be~~ are programs for persons who desire more information, and for those who need help with intervention activities and programs.

The School Board supports ~~division~~ efforts to help students during the school day as well as to reinforce programs ~~offered through other agencies~~ provided by other sources. To that end, individual school substance abuse programs should may provide group experiences, individual counseling and ~~such other devices as are judged to be necessary by school personnel and other involved agencies~~ programs.

Alcohol and illegal drug ~~use/abuse shall be~~ use and abuse are prohibited by the Code of Student Conduct in compliance with all applicable federal, state or local requirements laws and ordinances.

Adopted:

Legal Ref.: Code of Virginia, 1950 as amended, §§ 22.1-78, 16.1-305.1.

<u>Cross Refs.:</u>	<u>CLA</u>	<u>Reporting Acts of Violence and Substance Abuse</u>
	<u>IGAG</u>	<u>Teaching about Drugs, Alcohol and Tobacco</u>
	<u>JFC</u>	<u>Student Conduct</u>
	<u>JFC-R</u>	<u>Standards of Student Conduct</u>
	<u>JFCF</u>	<u>Drugs in School</u>
	<u>JGD/JGE</u>	<u>Student Suspension/Expulsion</u>
	<u>JHG</u>	<u>Child Abuse and Neglect Reporting</u>
	<u>JO</u>	<u>Student Records</u>

STUDENT SUSPENSION/EXPULSION

Suspension

The following violations of the Code of Student Conduct and School Board policy shall be are grounds for suspension:

TO BE COMPLETED BY THE SCHOOL DIVISION

~~The following violations of the Code of Student Conduct and School Board policy shall be grounds for expulsion:~~

~~**TO BE COMPLETED BY THE SCHOOL DIVISION**~~

~~The decision of the superintendent or his/her designee regarding a suspension for 10 days or less may be appealed to the school board unless the school board has provided by regulation that the decision of the division superintendent or his designee shall be final.~~

SELECT ONE

be appealed to the School Board.

not be appealed to the School Board. The decision of the superintendent or designee is final.

In the case of a suspension for more than ten days if the School Board's regulations provide for a hearing by the superintendent or his designee, the regulations shall also provide for an appeal of the decision to the full School Board. Such appeal shall be decided by the School Board within 30 days. If the regulations of the School Board provide for a hearing by a committee of the School Board, the regulations shall also provide that such committee may confirm or disapprove the suspension. If the committee's decision is not unanimous, the student or his parent may appeal the committee's decision to the full School Board. Such appeal shall be decided by the School Board within 30 days.

Expulsion

The following violations of the Code of Student Conduct and School Board policy are grounds for expulsion:

TO BE COMPLETED BY THE SCHOOL DIVISION

In the case of expulsion, the School Board shall confirm or disapprove the proposed expulsion regardless of whether the pupil has exercised the right to a hearing.

Adopted:

STUDENT SUSPENSION/EXPULSION

Suspension

The following violations of the Code of Student Conduct and School Board policy ~~shall be~~ are grounds for suspension:

TO BE COMPLETED BY THE SCHOOL DIVISION

~~The following violations of the Code of Student Conduct and School Board policy shall be grounds for expulsion:~~

~~**TO BE COMPLETED BY THE SCHOOL DIVISION**~~

~~The decision of the superintendent or his/her designee regarding a suspension for 10 days or less may be appealed to the school board unless the school board has provided by regulation that the decision of the division superintendent or his designee shall be final.~~

SELECT ONE

be appealed to the School Board.

not be appealed to the School Board. The decision of the superintendent or designee is final.

In the case of a suspension for more than ten days, the student and his parent(s), guardian, or person having control or charge of the student may appeal the decision to the School Board Disciplinary Committee pursuant to Policy JGD/JGE. The School Board Disciplinary Committee decision shall be final and may not be appealed to the full School Board if it is unanimous. If the School Board Disciplinary Committee decision is not unanimous, it may be appealed to the full School Board pursuant to Policy JGD/JGE. If appealed to the full School Board, the appeal shall be decided by the School Board within thirty days.

Expulsion

The following violations of the Code of Student Conduct and School Board policy are grounds for expulsion:

TO BE COMPLETED BY THE SCHOOL DIVISION

In the case of expulsion, the decision may be appealed to the School Board Disciplinary Committee. The Disciplinary Committee's decision may not be appealed to the full School Board if it is unanimous. If the School Board Disciplinary Committee decision is not unanimous, it may be appealed to the full School Board pursuant to

Policy JGD/JGE. If appealed to the full School Board, the appeal shall be decided by the School Board within thirty days.

Adopted:

STUDENT IMMUNIZATIONS

No student shall be admitted by a school unless at the time of admission the student or his parent submits documentary proof of immunization as required by Va. Code §§ 22.1-271.2 and 32.1-46 to the admitting official of the school or unless the student is exempted from immunization as described below or is a homeless child or youth as defined in Va. Code § 22.1-3.

If a student does not have documentary proof of immunization, the school will notify the student or his parent

- that it has no documentary proof of immunization for the student;
- that it may not admit the student without proof unless the student is exempted, including any homeless child or youth as defined in Va. Code § 22.1-3;
- that the student may be immunized and receive certification by a licensed physician, physician assistant, nurse practitioner, registered nurse or an employee of a local health department; and
- how to contact the local health department to learn where and when it performs these services.

Any parent, guardian, or other person having control or charge of a child being home instructed or exempted or excused from school attendance shall comply with immunization requirements provided in Va. Code §§ 22.1-271.4 and 32.1-46 in the same manner and to the same extent as if the child has been enrolled in and is attending school.

Conditional Enrollment

Any student whose immunizations are incomplete may be admitted conditionally if he provides documentary proof at the time of enrollment of having received at least one dose of the required immunizations accompanied by a schedule for completion of the required doses within 90 calendar days. If the student requires more than two doses of hepatitis B vaccine, the conditional enrollment period will be 180 calendar days.

The immunization record of each student admitted conditionally will be reviewed periodically until the required immunizations have been received.

Any student admitted conditionally who fails to comply with his schedule for completion of the required immunizations will be excluded from school until his immunizations are resumed.

Exemptions

No certificate of immunization is required for the admission to school of any student if

- the student or his parent submits an affidavit to the admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices; or
- the school has written certification from a licensed physician, physician assistant, nurse practitioner, or local health department that one or more of the required immunizations may be detrimental to the student's health, indicating the specific nature and probable duration of the medical condition or circumstance that contraindicates immunization.

Homeless Pupils

If a student is a homeless child or youth as defined in Va. Code § 22.1-3 and

- does not have documentary proof of necessary immunizations or has incomplete immunizations and
- is not exempted from immunization,

the school division will immediately admit such student and will immediately refer the student to the local school division homeless liaison who will assist in obtaining the documentary proof of, or completing, immunization.

Immunization Record

Every school records each student's immunizations on the school immunization record. The school immunization record is a standardized form provided by the State Department of Health, which will be a part of the mandatory permanent student record. Such record is open to inspection by officials of the State Department of Health and the local health departments.

The school immunization record will be transferred by the school whenever the school transfers any student's permanent academic or scholastic records.

Within 30 calendar days after the beginning of each school year or entrance of a student, each admitting official will file a report with the local health department. The report will be filed on forms prepared by the State Department of Health and will state the number of students admitted to school with documentary proof of immunization, the number of students who have been admitted with a medical or religious exemption and the number of students who have been conditionally admitted, including those students who are homeless children or youths as defined in Va. Code § 22.1-3.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-271.2, 22.1-271.4, 32.1-46, 54.1-2952.2, 54.1-2957.02.

12 VAC 5-110-10.

Cross Refs.:	JEC	School Admission
	JECA	Admission of Homeless Students
	JO	Student Records
	LBD	Home Instruction

STUDENT WELLNESS

I. Policy Statement

The BLANK School Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity in division students.

II. Goals

The BLANK School Board has established the following goals to promote student wellness.

A. Nutrition Promotion and Education

[The following list contains *EXAMPLES* of goals your division may want to consider for inclusion in its policy. Each division must determine its own goals and include them in its policy.]

Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.

Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.

Students receive consistent nutrition messages from all aspects of the school program.

Division health education curriculum standards and guidelines address both nutrition and physical education.

Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).

Schools link nutrition education activities with the coordinated school health program.

Staff who provide nutrition education have appropriate training.

The level of student participation in the school breakfast and school lunch programs is appropriate.

Schools are enrolled as Team Nutrition Schools¹, and they conduct nutrition education activities and promotions that involve parents, students, and the community.

Physical activity

The BLANK school division has a goal of making a program of physical fitness available to all students for at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular activities, and other programs and physical activities. The division's goal for the implementation of its physical fitness program is **[INCLUDE DIVISION'S INDIVIDUAL GOAL HERE]**.

[The following list contains *EXAMPLES* of goals your division may want to consider for inclusion in its policy. Each division must determine its own goals and include them in its policy.]

Students are 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.

Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.

Schools 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.

Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

B. Other school-based activities

FOOTNOTES ARE PROVIDED FOR USE IN POLICY DEVELOPMENT ONLY; THEY SHOULD NOT BE INCLUDED IN THE BOARD'S FINAL POLICY.

¹ Information on Team Nutrition can be found at <http://www.fns.usda.gov/tn/Default.htm>.

[The following list contains *EXAMPLES* of goals your division may want to consider for inclusion in its policy. Each division must determine its own goals and include them in its policy.]

An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.

All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.

The availability of subsidized food programs is adequately publicized in ways designed to reach families eligible to participate in the programs.

Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and nondisposable tableware have been considered and implemented where appropriate.

Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

C. Nutrition Guidelines

Generally

Nutrition guidelines have been selected by the division for all foods available on every school campus during the school day. The objectives of the guidelines are to promote student health and learning and reduce childhood obesity.

[The following list contains *EXAMPLES* of goals your division may want to consider for inclusion in its policy. Each division must determine its own goals and include them in its policy. Your division may also want to

- ~~include guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverages~~ sold within the school environment;
- ~~establish separate guidelines for foods and beverages in the following categories:~~
 - ~~foods and beverages included in a la carte sales in the food service program on school campuses;~~
 - ~~foods and beverages sold in vending machines, snack bars, school stores, and concession stands;~~
 - ~~foods and beverages sold as part of school-sponsored fundraising activities; and~~
 - refreshments served at parties, celebrations, and meetings during the school day; and

- **specify that its guidelines will be based on nutrition goals, not profit motives.**

Nutritional standards for the school breakfast and school lunch programs that meet or exceed state and federal standards are in place.

The nutritional content of foods and beverages donated for class parties or other school events is considered.

School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and/or other areas accessible to students, and activities such as incentive programs, has been considered.

Outreach strategies to encourage families to reinforce and support healthy eating and physical activity are in place.

III. Implementation

The School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators, and the general public to participate in the development, implementation, and periodic review and update of this policy.

The [INSERT STAFF POSITION TITLE] will be responsible for overseeing the implementation of this policy and will develop procedures for evaluating the wellness the policy, including indicators that will be used to measure its success. The public, including parents, students, and others in the community, will be informed and updated about the content of implementation of the policy. Implementation procedures will include periodically measuring and making available to the public an assessment on the implementation of the policy, including the extent to which schools are in compliance with the policy, the extent to which this policy compares to model school wellness policies, and a description of the progress made in attaining the goals of the policy.

Adopted:

Legal Refs: ~~42 U.S.C. § 1751 Note~~

42 U.S.C. § 1758b.

7 CFR Pt. 210, App. B.

Code of Virginia, 1950, as amended, § 22.1-253.13:1.D.~~43~~.14.

Cross Refs:	EFB	Free and Reduced Price Food Services
	IGAE/IGAF	Health Education/Physical Education
	JL	Fund Raising and Solicitation
	<u>JHCH</u>	<u>School Meals and Snacks</u>
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

STUDENT FEES, FINES AND CHARGES

~~It shall be the policy of the~~ The School Board ~~to charges~~ student fees and takes action to recover funds for the loss of or damage to School Board property in accordance with the Code of Virginia state and federal law. No fee may be charged unless it has been approved by the School Board.

The School Board ~~shall provides~~, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the School Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher's price. If sold, the School Board shall ensure that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge. Fees will not be charged to students for instructional materials, textbooks, or other materials used by a School Board employee that are not directly used by a public school student.

~~Only those fees and charges permitted by law or the regulations of the Board of Education may be required of students. No school or employee may require a fee or charge of any student without the prior approval of the Superintendent or his or her designee who may approve such fees and charges only if the school board has adopted a resolution authorizing the superintendent or his or her designee to approve such fees and charges. In approving any such fee or charge, the Superintendent/designee shall ensure that the fee or charge is either reduced or waived for those students who are unable to afford them. The superintendent/designee shall inform the school board of any fee or charge assessed, and of any changes to such fees/charges.~~

The following fees are charged.

INSERT LIST OF FEES CHARGED IN THE DIVISION, INCLUDING THE MAXIMUM FEE AMOUNT¹. A LIST OF ALLOWABLE FEES FOLLOWS.

Fees may be charged for 1) optional services such as parking or locker rental; 2) student-selected extracurricular activities; 3) class dues; 4) field trips or educationally-related programs that are not required instructional activities; 5) fees for musical instruments, as long as the instruction in the use of musical instruments is not part of the required curriculum; 6) distance learning classes for enrichment which are not necessary to meet the requirements for a diploma; 7) summer school, unless the classes are required for

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¹ The fee schedule must be uniform throughout the school division. The fee schedule may specify different fees at the elementary, middle and high school levels.

remediation as prescribed by the Standards of Quality; 8) overdue or lost or damaged library books; 9) lost or damaged textbooks; 10) consumable materials such as workbooks, writing books, drawing books and fine arts materials and supplies; however, workbooks, writing books, drawing books and fine arts materials and supplies must be furnished to students who are unable to afford them at a reduced price or free of charge; fees may not be charged to students for instructional materials, textbooks, or other materials that are not directly used by a public school student; 11) the behind-the-wheel portion of the driver's education program; 12) a fee not to exceed a student's pro rata share of the cost of providing transportation for voluntary extracurricular activities; and 13) the preparation and distribution of official paper copies of student transcripts; a reasonable number of copies of official paper copies must be provided for free before a charge is levied for additional official copies; official electronic copies of student transcripts must be provided for free.

Fees may not be charged 1) as a condition of school enrollment, except for students who are not of school age or who do not reside within the jurisdiction; 2) for instructional programs and activities, or materials required for instruction, except as specified in by 8 VAC 20-720-80.H; 3) for textbooks or textbook deposits; however, a reasonable fee or charge for lost or damaged textbooks may be charged; 4) for pupil transportation to and from school; or 5) for summer school programs or other forms of remediation required by the Standards of Quality.

Fees are reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them, including but not limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless.

Each time a fee is charged, notice will be given that a fee waiver may be requested. The notice will include directions as to how to apply for a waiver.

This policy will be provided to parents annually and posted on the division's website.

The consequences for nonpayment of fees include exclusion from the activity related to the fee.²

No student's report card, diploma or class schedule will be withheld because of nonpayment of fees or charges. No student will be suspended or expelled for nonpayment of fees or charges.

The School Board upon recommendation of the superintendent may take action against a pupil or the pupil's parent for any actual loss, breakage, or destruction of or failure to return property owned by or under the control of the School Board, caused or committed by such pupil in pursuit of his studies. Such action may include seeking reimbursement from a pupil or pupil's parent for any such loss, breakage, or destruction of or failure to return school property.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-43, 22.1-6, 22.1-243, 22.1-280.4.

~~Virginia Department of Education Superintendents Memo. No.95, Informational, May 1994.~~

~~8 VAC 20-370-10~~

8 VAC 20-720-80.

Cross Refs.: ECAB Vandalism
 IIA Instructional Materials

FOOTNOTES ARE PROVIDED FOR USE IN POLICY DEVELOPMENT ONLY; THEY SHOULD NOT BE INCLUDED IN THE BOARD'S FINAL POLICY.

² The School Board should also include any other consequences.

PUBLIC GIFTS TO THE SCHOOLS

The School Board shall act on ~~individual requests of offers of gifts from individuals to schools or to the school division and on the limitations on advertising and commercial interests in purchasing and presenting gifts.~~ The School Board may impose reasonable conditions on donations.

When any real or personal property is given to and accepted by the Board, it shall be vested in the Board unless inconsistent with the terms of the gift, devise or bequest, and shall be managed by the Board, according to the wishes of the donor or testator. The Board shall, in addition to the regular settlement it is required to make of all school funds, settle annually before the commissioner of accounts so far as the management of the property bequeathed or devised is concerned.

In the case of any change in the boundaries of the division, the Board shall make provision for continuing the fulfillment of the purposes of the donor as far as practicable and settlement shall be made as provided for above.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-126.

Cross Ref:	<u>FFA</u>	<u>School Names</u>
	<u>KJ</u>	<u>Advertising in the Schools</u>
	<u>KQ</u>	<u>Commercial, Promotional, and Corporate Sponsorships and Partnerships</u>

Deleted Policy

~~CURRICULUM GUIDES AND COURSE OUTLINES~~

~~The staff, under the direction of the superintendent, shall develop curriculum guides and courses of study and shall provide for continuing review and revision of these documents. The superintendent shall annually budget funds to support these ongoing projects, and is authorized to create advisory committees composed of staff, if necessary, to carry out this policy.~~

Adopted:

Legal Ref.: ~~Code of Virginia, as amended, § 22.1-78.~~