

ARTICLE III: INSTRUCTIONAL PROGRAMS

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POLICY 6-3.1 ADULT EDUCATION

The Poquoson City School Board offers a General Education Development Program for individuals over the age of compulsory school attendance specified in Virginia Code §22.1-254 who have not earned a high school diploma and who wish to prepare for the General Education Development Program Examination. The School Board also offers additional educational programs for individuals over the age of compulsory attendance specified in Virginia Code §22.1-254, as from time to time it deems appropriate to meet the needs of such individuals in the community. Tuition and fees for such programs shall be established by the School Board. See also Policy 6-4.4, “Graduation and SOL requirements.”

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-210, 22.1-223 through 22.1-225, 22.1-253.13:1.D.7; Virginia Board of Education Regulations Governing Adult High School Programs, 8 VAC 20-30-10; and Regulations Governing General Education Development Certificates, 8 VAC 20-360- 10.

Adopted: November 2002

Revised: July 2004, August 2018

POLICY 6-3.2 ALTERNATIVE SCHOOL PROGRAMS

As special needs are determined, the Poquoson City School Board may establish alternative education programs within existing schools or at separate sites that are within the jurisdiction of the Poquoson City Public Schools, in accordance with all applicable law. No person of school age meeting the residency requirements of Virginia Codes 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or division-wide initiative by the School Board.

Proposals for alternative school programs shall be developed by the division superintendent or his designee and will be submitted to the School Board for review prior to implementation. Proposals shall include:

1. a statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;
2. a plan which delineates the proposed organizational structure as it relates to staffing and the scope and structure of the total instructional program;
3. a statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program;
4. a statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities;
5. a statement of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state, and local laws and regulations, and that there is compliance with all applicable accreditation requirements;
6. if the proposal presents a potential conflict with existing regulations of the Virginia Department of Education, special evidence of authorization from the Virginia Department of Education must accompany the proposal; and
7. a plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-209.1:2, 22.1-209.1:3, 22.1-209.1:4, 22.1-253.13:1, 22.1-277.2; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.; and Regulations Governing Alternative Education, 8 VAC 20-330-10.

Adopted: November 2002

POLICY 6-3.3 CAREER EDUCATION AND TECHNICAL EDUCATION

The Poquoson City School Board believes that career education is a vital component of the school division's curriculum. Career education is the totality of experiences infused into the school division's curriculum (K-12) through which students learn about work as a part of their way of life and through which they relate work skills and values to academic and other life choices.

The School Board shall provide a program of career and technical programs incorporated into the kindergarten through twelfth grade curricula that include knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, career education schools, and the teaching profession, and emphasize the advantages of completing school with marketable skills. The division shall also provide career exploration opportunities in the middle school grades and (i) require each middle school student to take at least one course in career investigation or (ii) select an alternative means of delivering the career investigation course to each middle school student, provided that such alternative is equivalent in content and rigor and provides the foundation for such students to develop their academic career plans. As part of each student's academic and career plan, the division shall provide a list of (a) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates. Occupational career and technical programs shall be aligned with industry and professional standard certifications, if applicable and if such standards exist for the sequence of courses. The division superintendent and staff shall plan and shall make recommendations for career and technical education in compliance with the Standards of Quality and Virginia Board of Education Regulations.

The School Board intends that career education components of the curriculum should satisfy the following objectives:

1. to assist students in developing personal skills that are transferable to the workplace;
2. to include career awareness activities in all elementary classrooms;
3. to include career exploration, planning and development in the middle and high school curricula;
and
4. to provide a comprehensive career resource center.

The School Board shall develop and implement a plan to ensure that competency based career and technical education programs are implemented. These programs shall integrate academic outcomes, career guidance and job-seeking skills for all secondary students, based on labor market needs, and student interest. Career guidance shall include counseling about available employment opportunities to all students and placement services for students exiting school. This plan shall be

developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

The School Board may establish Partnerships or delegate the authority to establish Partnerships to the career and technical education administrator or his designee in collaboration with the school counselor office of each public high school in the school division pursuant to Board of Education guidelines for the establishment of High School to Work Partnerships between public high schools and local businesses and shall educate the high school students about available opportunities through such Partnerships. Students who miss a partial day or full day of school while participating in Partnership programs shall not be counted as absent for the purposes of calculating average daily membership, but students must make up any missed work and may only spend 10 days per academic year participating in the Partnership program.

The School Board may enter into agreements for postsecondary course credit, credential, certification, or license attainment, hereinafter referred to as College and Career Access Pathways Partnerships (Partnerships), with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23 of the Code of Virginia that offer a career and technical education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification or license concurrent with a high school diploma; (ii) specify the credit, credentials, certifications, or licenses available for such courses; and (iii) specify available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program .

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-253.13:1; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq; and Career and Technical Education, 8 VAC 20-120-10, et seq.

Adopted: November 2002

Revised: July 2004, July 2007, August 2013, June 2015, August 2019, June 2020

POLICY 6-3.3 CAREER EDUCATION AND TECHNICAL EDUCATION

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The School Board shall provide a program of career and technical programs incorporated into the kindergarten through twelfth grade curricula that include knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, career education schools, and the teaching profession, and emphasize the advantages of completing school with marketable skills. The division shall also provide career exploration opportunities in the middle school grades and (i) require each middle school student to take at least one course in career investigation or (ii) select an alternative means of delivering the career investigation course to each middle school student, provided that such alternative is equivalent in content and rigor and provides the foundation for such students to develop their academic career plans. As part of each student's academic and career plan, the division shall provide a list of (a) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates. Occupational career and technical programs shall be aligned with industry and professional standard certifications, if applicable and if such standards exist for the sequence of courses. The division superintendent and staff shall plan and shall make recommendations for career and technical education in compliance with the Standards of Quality and Virginia Board of Education Regulations.

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3. to include career exploration, planning and development in the middle and high school curricula; and
4. to provide a comprehensive career resource center.

The School Board shall develop and implement a plan to ensure that competency-based career and technical education programs are implemented. These programs shall integrate academic outcomes, career guidance and job-seeking skills for all secondary students, based on labor market needs, and student interest. Career guidance shall include counseling about available employment opportunities to all students and placement services for students exiting school. This plan shall be developed with the input of area business and industry representatives and local community colleges and shall be

submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

The School Board may establish Partnerships or delegate the authority to establish Partnerships to the career and technical education administrator or his designee in collaboration with the school counselor office of each public high school in the school division pursuant to Board of Education guidelines for the establishment of High School to Work Partnerships between public high schools and local businesses and shall educate the high school students about available opportunities through such Partnerships. Students who miss a partial day or full day of school while participating in Partnership programs shall not be counted as absent for the purposes of calculating average daily membership, but students must make up any missed work and may only spend 10 days per academic year participating in the Partnership program.

The School Board may enter into agreements for postsecondary course credit, credential, certification, or license attainment, hereinafter referred to as College and Career Access Pathways Partnerships (Partnerships), with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23 of the Code of Virginia that offer a career and technical education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification or license concurrent with a high school diploma; (ii) specify the credit, credentials, certifications, or licenses available for such courses; (iii) specify the industry-recognized credentials that are accepted as substitutes for certain credits required for high school graduation, consistent with the list developed and maintained by the Virginia Board of Education; and (iv) specify available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program. The School Board shall accept as a substitute for a required credit any credential listed as an accepted substitute for such required credit on the list maintained by the Virginia Board of Education for such purpose pursuant to subsection F of §22.1-253.13:1 of the Code of Virginia.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §22.1-253.13:1, 22.1-253.13:4; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq; and Career and Technical Education, 8 VAC 20-120-10, et seq.

Adopted: November 2002

Revised: July 2004, July 2007, August 2013, June 2015, August 2019, June 2020, August 2024

POLICY 6-3.4 CHARACTER EDUCATION

The Poquoson City School Board shall establish, within its existing programs or as a separate program, a character education program in its schools which may occur during the regular school year. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and friendship. Character education shall be interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. A character education program shall also address the inappropriateness of bullying, as defined in the Virginia Code.

PCPS character education programs must:

1. specify those character traits to be taught, selecting from those which are common to diverse social, cultural and religious groups;
2. be implemented at the elementary and secondary levels;
3. provide for relevant professional development and adequate resources; and

Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It shall not include indoctrination in any particular religious or political belief. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in Virginia Code §1-500 may be taught as representative of such civic values.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§1-500; 22.1-23.3, 22.1-208, 22.1-208.01; United States Constitution, First Amendment; Constitution of Virginia, Art. I.

Adopted: November 2002

Revised: July 2003; July 2005; August 2006; June 2012; August 2013; June 2020, September 2021

POLICY 6-3.5 COMPUTER EDUCATION

The Poquoson City School Board believes that computer/technology skills are essential components of every student's education. The division superintendent and his/her designees, after receiving appropriate and necessary input, shall develop and regularly revise a five-year technology plan. Such plan shall emphasize, among other goals, the integration of educational technology into the instructional program. The instructional program shall emphasize technological proficiency, which is defined by the SOLs as "proficiency in the use of computers and technology." In the lower grades, emphasis should be placed on general understanding of computer theory, vocabulary and application as prescribed by the Virginia Board of Education. Opportunities will be offered at the middle and high school levels for students to maximize skills for academic success and further learning in a technological society. See also Policy 6-3.15, "Technology Programs."

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-212.2, 22.1-253:13.1; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.

Adopted: November 2002

POLICY 6-3.6 PROGRAMS FOR DISADVANTAGED STUDENTS

The Poquoson City School Board shall operate a Title I program for disadvantaged students as authorized by the Every Student Succeeds Act (ESSA) 2015. The School Board shall provide opportunities for parental involvement in the operation of the Title I program as authorized by regulations contained in the Code of Federal Regulations and those approved by the School Board.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-78, 22.1-253.13:1; No Child Left Behind Act of 2001, 20 U.S.C. §6301, et seq.; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.

Adopted: November 2002

Revised: June 2020

POLICY 6-3.7 DRIVER EDUCATION

The Poquoson City School Board shall offer a program of driver education in the safe operation of motor vehicles and knowledge of applicable rules, regulations and laws. The program shall consist of classroom training and "behind the wheel training." The School Board shall establish fees, that do not exceed the limit established by the Virginia Department of Education, for the "behind the wheel" portion of the program. The School Board may also waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge for the "behind the wheel" portion of the program. The program shall include instruction concerning: (i) alcohol and drug abuse; (ii) aggressive driving; (iii) motorcycle awareness; (iv) the dangers of distracted driving and speeding; (v) organ and tissue donor awareness;(vi) fuel-efficient driving practices; and (vii) traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops, and appropriate interactions with law-enforcement officers who initiate traffic stops.

No student shall be permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws shall be provided by the administration to the Department of Motor Vehicles upon request, in accordance with Virginia law.

At the beginning of each school year and thereafter as necessary, the division superintendent shall report to the Virginia Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school division.

If the parent/student driver education component is required, no student who is (a) at least 18 years of age, (b) an emancipated minor, or (c) an unaccompanied minor who is not in the physical custody of his parent or guardian shall be required to participate in such component.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-204, 22.1-205, 22.1-206, 46.2-323 through 46.2-340; Virginia Board of Education Regulations Governing Driver Education, 8 VAC 20-340-10, et seq.

Adopted: November 2002

Revised: July 2007, June 2010, August 2017, August 2021

POLICY 6-3.8 ENGLISH LEARNERS

Generally

The Poquoson City School Board shall identify students with limited English proficiency and enroll such students in appropriate instructional programs which will encourage them to become proficient in the use of the English language.

Students with limited English proficiency shall be administered a limited English proficiency assessment mandated for students by Board of Education in accordance with federal requirements.

Accommodations [DELAYED EFFECTIVE DATE – JULY 1, 2019]

Each high school principal or his designee shall notify each English language learner of the availability of Department of Education developed testing accommodations for any career and technical education industry certification, state licensure examination, national occupational competency assessment, Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment, prior to the student's participation in any such certification, examination, assessment, or battery.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-5, 22.1-212.1, 22.1-253.13:4; Title VI of the Civil Rights Act of 1964

Adopted: November 2002

Revised: July 2003, July 2009, June 2010, August 2018, May 2019

POLICY 6-3.9 FAMILY LIFE EDUCATION (FLE)

Generally

The Poquoson City School Board approves the inclusion of family life education (FLE) in the curriculum. Instruction shall be organized and maintained under the FLE Standards of Learning objectives developed by the Virginia Department of Education.

Community Involvement Team

Under procedures approved by the School Board, a community involvement team shall be established. The team may include, but not be limited to, school administrators, teachers, parents, clergy, medical professionals and others in the community.

Instructional Materials

All instructional materials used in family life education (FLE) must be approved by the division superintendent or his designee. No materials relating to FLE may be available for circulation to students through the school libraries or resource and media centers unless the School Board has approved these materials.

Separate Sessions

Portions of classes in the FLE program which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

"Opt-out" Procedures

The division superintendent or his designee shall develop "opt-out" procedures for parents or guardians who do not want their children included in all or part of the FLE program.

Disabled Students

The division superintendent, or his designee, shall develop a plan for including appropriate instruction in family life education in the individualized education plans (IEPs) of disabled students.

Review

The School Board shall conduct a review of its FLE curriculum at least once every seven years, shall evaluate whether such curriculum reflects contemporary community standards, and shall revise such curriculum if necessary. Such review shall allow for community input.

Right of Parental Review

A parent or guardian shall have the right to review the family life curriculum, including all supplemental materials used in the program. A complete copy of all printed materials not subject to copyright protection and a description of all audio-visual materials shall be made available

through any available parental portal and kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for in-person review, upon request, on the same basis as printed materials are made available. The School Board shall develop and distribute to the parents or guardians of a student participating in the family life education program and post for public viewing on the local school division's official website a summary designed to assist parents in understanding the program and to encourage parental involvement in the instruction of students. The following statement shall be included in the summary: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family education instruction."

Dating Violence, Abusive Relationships, Crimes Against Children

The Standards of Learning objectives related to dating violence and the characteristics of abusive relationships shall be taught at least once in middle school and at least twice in high school. Any high school family life education curriculum shall incorporate age-appropriate elements of effective and evidence-based programs on: (i) the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, sexual violence, and human trafficking and (ii) the law and meaning of consent.

The family life education curriculum may incorporate age-appropriate elements of effective and evidence-based programs on the prevention, recognition, and awareness of child abduction, child abuse, child sexual exploitation, child sexual abuse, and in any such curriculum offered in high school, human trafficking of children.

The family life education curriculum offered in any elementary, middle school, or high school shall incorporate age-appropriate elements of effective and evidence-based programs on: (i) the importance of personal privacy and personal boundaries of other individuals and tools for a student to use to ensure that he respects the personal privacy and personal boundaries of other individuals; and (ii) harmful physical and emotional effects of female genital mutilation, associated criminal penalties, and the rights of the victim, including any civil action pursuant to §8.01-42.5 of the Code of Virginia.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-207.1, 22.1-207.2; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.; Standards of Learning for Family Life Education, 8 VAC 20-131-170; U.S. Department of Health, Education and Welfare Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education, §86.34C.

Adopted: November 2002

Revised: July 2009, August 2017, August 2019, June 2020, September 2022

POLICY 6-3.10 PROGRAM FOR GIFTED STUDENTS; ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Program for Gifted Students

To provide acceptable programs for gifted students, the Poquoson City School Board must provide educational opportunities appropriate for students with exceptional abilities. The School Board recognizes its responsibility to provide each student with the opportunity to realize his potential. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Virginia Board of Education. The School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Virginia Board of Education.

The School Board seeks to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board may establish a local advisory committee for the gifted education program. If established, the committee shall annually review the gifted education program, including any revisions to the program and determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the committee shall be provided in writing to the division superintendent and the School Board. The program shall be in compliance with the Code of Virginia and applicable Virginia Board of Education Regulations.

Advanced Placement Classes and Special Programs

Poquoson City Public School students and their parents shall be notified of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program; and the 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 examinations. The division superintendent may promulgate regulations to implement this policy, which shall ensure the provisions of timely and adequate notice to students and their parents.

The School Board shall implement an agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to pursue 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. The notification to students and their parents described above shall also include information regarding such agreements.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-18.1, 22.1-253.13:1; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq; and Regulations Governing Educational Services for Gifted Students, 8 VAC 20-40-10, et seq.

Adopted: November 2002

Revised: July 2004, August 2012, August 2017, August 2018

POLICY 6-3.11 HEALTH/PHYSICAL EDUCATION

Each Poquoson City public school shall organize and maintain a physical and health education program in accordance with Virginia Board of Education regulations and Virginia Board of Health guidelines.

Any physical education class offered to students in grades seven and eight shall include at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education.

Health instruction shall include the following topics:

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

As part of physical or health education instruction provided to students in grade nine or 10, schools shall provide research-based hazing prevention instruction in accordance with the Standards of Learning and curriculum guidelines developed by the Virginia Board of Education. Such research-based hazing prevention instruction shall be offered in person, except that schools shall provide options for virtual participation for any student who is enrolled in an online or virtual physical or health education program.

LEGAL REFERENCE: Code of Virginia, 1950 as amended, §§22.1-207, 22.1-212.1:1, 22.1253.13:1; Virginia Board of Education Regulations Governing Physical and Health Education, 8 VAC 20-320-10.

Adopted: November 2002

Revised: September 2022, August 2024

POLICY 6-3.12 KINDERGARTEN PROGRAM

The Poquoson City Public Schools kindergarten program is designed to broaden a child's experiences and to contribute to the child's intellectual, physical, emotional and social development. While many of these experiences shall have direct and beneficial results in the years to follow, the real educational value lies in the experiences themselves. The kindergarten goals are designed to develop the thought process and to build a foundation for reading, writing, and mathematics.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-199, 22.1-253.13:1; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.

Adopted: November 2002

POLICY 6-3.13 PROGRAMS FOR STUDENTS WITH DISABILITIES

The Poquoson City School Board shall establish a program of services for students with disabilities as required by the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, and all applicable state and federal law. The program shall include a child find process designed to identify, locate and evaluate those children from birth to 21 inclusive who may have disabilities and may need special education and related services. The School Board shall ensure that a free appropriate public education will be available for all children and youth with disabilities, ages 2 through 21, who are residents of Poquoson City, and nonresident children and youth with disabilities, ages 2 through 21 who are enrolled in a full-time virtual school program provided by the Poquoson City School Board.

The School Board shall ensure that students with disabilities and their parents or guardians are guaranteed the appropriate procedural safeguards in the process of identification, evaluation, placement, and provision of an appropriate education program. To the maximum extent appropriate, students with disabilities will be educated with children who are not disabled. Prior to the identification, evaluation, placement, or provision of a free appropriate public education to a disabled student, a full explanation of all procedural safeguards shall be made available to parents.

An Individualized Education Program (IEP) shall be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents or school division in accordance with state and federal law. This IEP shall be reviewed at least annually.

The IEP shall be inclusive of areas specified by state and federal statutes and regulations. In addition, the School Board shall ensure that IEP teams consider Department of Education guidelines that address the need for age-appropriate and developmentally appropriate instruction related to sexual health, self-restraint, self-protection, respect for personal privacy, and personal boundaries of others.

The School Board shall designate a faculty member to serve as a special education parent/family liaison. The special education parent/family liaison shall serve as a resource to parents and families to understand and engage in (i) the referral, evaluation, reevaluation, and eligibility process if they suspect that their child has a disability and (ii) the IEP process and shall work in collaboration with the special education family support centers established pursuant to §22.1-214.5. The name of the designated special education parent/family liaison shall be publicly posted on the School Board's website.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-213 through 22.1-221, 22.1-253.13:1, 22.1-235.13:2, 22.1-253.13:5; Virginia Board of Education Regulations Governing Programs For Children with Disabilities, 8 VAC 20-80-10, et seq.; Individuals with Disabilities Education Improvement Act (2004), 20 U.S.C. Section

1400 et seq.; 34 C.F.R. Parts 300 and 303; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990, 42 U.S.C. §§12101, et seq.

Adopted: November 2002

Revised: August 2006, June 2020, August 2024

POLICY 6-3.14 SUBSTANCE ABUSE EDUCATION

Each Poquoson City Public School student shall receive instruction in substance abuse education in accordance with the guidelines set forth by the Virginia Board of Education, which shall include first aid instruction for substance abuse, at the appropriate levels.

Each student shall receive instruction concerning the public safety hazards and dangers of alcohol abuse, underage drinking, and drunk driving. Students shall also receive instruction concerning gambling and the addictive potential thereof as prescribed by the Board.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §22.1-206; Rules Governing Instruction Concerning Drugs and Substance Abuse, 8 VAC 20-310-10.

Adopted: November 2002

Revised: September 2022

POLICY 6-3.15 TECHNOLOGY PROGRAM

The responsible use of computers and computer networks is a powerful tool in support of the instructional program. The Poquoson Public Schools' computer network is a wide-area network linking the schools and the administrative office to the Internet. As used in this policy, Poquoson City Public Schools' computer network shall include, but not be limited to, hardware, software, data, the Internet, and other internal and/or external networks.

Liability

The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division shall not be responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of this policy.

Acceptable Internet Use Policy

The Poquoson City School Board adopts this Acceptable Use Policy, which outlines appropriate uses, ethics and protocol for the School Board's computer network. At least every two years, the School Board shall review, and amend if necessary, and approve the school division's Acceptable Use Policy. The division superintendent or his/her designee shall post the Acceptable Use Policy on the division website. The school division shall certify compliance with the requirements of Virginia Code Section 22.1-70.2 annually to the Virginia Department of Education.

1. School Board employees and students shall not use the division's computer equipment and communications services for sending, receiving, viewing or downloading inappropriate and/or illegal material via the Internet and World Wide Web.
2. The division superintendent or his/her designee shall select and operate technology that protects against, filters or blocks access through school division computers to visual depictions that are –
 - a. child pornography, as set out in Virginia Code § 18.2-374.1:1 or as defined in 18 U.S.C.
 - b. obscenity, as defined in Virginia Code §18.2-372 or 18 U.S.C. §1460; and
 - c. material that Poquoson Public Schools deems to be harmful to juveniles, as defined in §2256; Virginia Code §18.2-390, material that is harmful to minors, as defined in 47 U.S.C. §254(h)(7)(G), and material that is otherwise inappropriate for minors.
3. The technology protection measure shall be utilized and enforced during any use of the division's computers by minors.
4. The school administration shall monitor online activities of minors.
5. The division superintendent or his/her designee shall select and operate technology and take administrative measures to protect the safety and security of minors when

using electronic mail, chat rooms, and other forms of direct electronic communications.

6. Minors shall not obtain unauthorized access, including “hacking” and other unlawful activities, while online.
7. The School Board, its employees, agents and students shall not disclose, use, or disseminate personal identification information regarding minors.
8. The division superintendent or his/her designee shall ensure that the Poquoson City Public Schools include a component on Internet safety for students that is integrated in the division’s instructional program and that is consistent with the guidelines for instructional programs related to Internet Safety issued by the Superintendent of Public Instruction.

The failure of any student, teacher or administrator to follow the terms of this policy may result in the loss of Poquoson Public Schools’ computer network privileges, disciplinary action and/or appropriate legal action.

The Poquoson School Board recognizes that as the Internet and other technologies alter and enhance methods by which information is accessed, communicated, and transferred by members of society, these changes affect instruction and student learning. The School Board:

1. supports access to electronic information;
2. encourages the development of skills necessary to analyze and evaluate such resources;
3. requires that all material and resources be consistent with district guidelines, supporting and enriching the curriculum while accounting for the varied instructional needs, learning styles, abilities and development levels of students;
4. provides software to filter Web sites that contain material deemed inappropriate in an educational setting;
5. expects that staff will integrate use of electronic information throughout the curriculum;
6. expects that staff will provide guidance and instruction to students in the appropriate use of such resources;
7. recognizes that parents and guardians are ultimately responsible for setting and conveying the standards students should follow when using media and information sources; and
8. provides Internet services to students and staff who demonstrate appropriate usage.

Poquoson City Schools Instructional Use of the Internet

Students of Poquoson City Schools will follow a structured approach to gaining skills that will allow them to become independent, responsible users of the Internet. This approach addresses Internet use based on an age- and topic-appropriate standpoint.

1. In the primary and elementary schools (K-5), faculty will actively supervise student use of the Internet. Students will access Internet resources that the teacher has previously explored and selected. Faculty will make every effort to ensure that

- students are directed to sites with only age- and topic-appropriate material and resources.
2. In middle school (6-8), faculty will provide guided practice and model appropriate use of the Internet. Faculty will supervise student initiated information search activities and provide support for students as they begin to assume responsibility for becoming independent users of the Internet. Faculty will make every effort to ensure that students explore only sites with age- and topic-appropriate material and resources.
 3. In high school (9-12), students will participate in independent Internet use with faculty assuming less of a monitoring role and more of an advisory role.

Electronic Mail

Each faculty and administrative member as well as students in Poquoson City Schools will receive an individual electronic mail. Employees and students should not consider PCPS e-mail as private.

Web Pages

In an effort to ensure that pages published on the Internet by schools, departments, classes, and students are appropriate, relevant, timely, and do not violate individual rights and security, the following standards must be met:

1. Contents of web pages will be in accordance with the following objectives:
 - a. enriches and supports the curriculum;
 - b. provides sources of information for pupils, staff, and parent/guardian;
 - c. adheres to copyright laws;
 - d. meets appropriate editorial standards; and
 - e. follows publication policies of Poquoson City Schools.
2. Photographs of students will be used in a celebratory manner to showcase instruction and achievements on official school social media and websites. To refuse the use of student photographs on official school social media accounts and websites, parents/guardians must submit a written request to the office of the school the child attends. In no instance should individual addresses or phone numbers be published on a division website or social media account. (Reference Policy 7-1.4 Student Records)
3. Links contained on the school's page(s) must be appropriate and relevant to the curriculum and purposes of the school. These might include sites that are (i) historical; (ii) provide educational services and/or resources; and (iii) provide information on extra and co-curricular activities.
4. Links to "personal" pages will be allowed only if they adhere to the above standards.
5. Links from the school's page(s) shall not include:
 - a. sites that are in conflict with the objectives of Poquoson City Schools; and
 - b. sites whose sole purpose is commercial advertisement.

6. Poquoson students, faculty, and administration will not use school resources to create or publish personal Web pages.

Responsible Use of the Internet

The Internet is a valuable educational resource for students and staff. Internet use and access is a privilege. Use of school Internet access in an inappropriate manner may result in the suspension or revocation of privileges and or other disciplinary action(s) in accordance with relevant policies. Students and staff who have the privilege to use school resources for Internet access are expected to abide by the following methods of interaction:

1. Use of the school facilities and equipment only for school-related, educational activities.
2. Be polite and use appropriate language.
 - a. Do not engage in the use of profanity, obscenities, or sexually explicit material.
 - b. Do not use expressions of bigotry, racism, and/or hate.
3. Maintain individual anonymity and privacy.
 - a. Do not reveal personal addresses or phone numbers.
 - b. Do not display portraits of individuals without parental/guardian permission.
4. Use equipment and software appropriately.
 - a. Do not engage in acts of vandalism (malicious attempts to harm or destroy).
 - b. Do not use other's accounts.
 - c. Do not trespass in another's work, files, or folders.
 - d. Retain privacy of individual passwords.
5. Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulations. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)

Internet Privacy Statement – Poquoson City Public Schools

The Poquoson City School Board maintains and operates a Web site for the dissemination of information about the school division. The School Board does not collect any information from persons who access its Web site, including personally identifiable information. The School Board Web site does not automatically place a computer file - commonly known as a "cookie" - on any person's computer who accesses the Web site. See also Policy 6-3.5, "Computer Education."

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§2.2-3803, 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2; 18 U.S.C. §§1460, 2256; 47 U.S.C. §254.

Adopted: November 2002

Revised: August 2006, June 2010, June 2020, June 2023

POLICY 6-3.16 REMEDIAL INSTRUCTION PROGRAM

The Poquoson City School Board shall provide remedial programs that supplement the regular classroom programs, will serve to strengthen students in need of remediation, and are consistent with applicable law. Specifically, the School Board shall review and report on the remedial program as from time-to-time is required by the Virginia General Assembly and the Virginia Department of Education. These programs are contingent on annual appropriations.

Standard of Learning Assessment Tests

The School Board shall implement programs of prevention, intervention or remediation for students who are educationally at risk, including those who fail to pass any Standard of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based. Timely written notification will be provided to the parents of any student who: (i) undergoes literacy and Response to Intervention screening and services; or (ii) does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12, which notification shall include all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program, which may include summer school. Students failing reading and/or math SOL tests in grades five, six and seven will participate in “in-school” remediation (SOL Prep) during the school day. Instructional staff reviewing students’ test scores and academic records will determine the amount of time in remediation for such students.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. The division superintendent shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with applicable law. Such summer school program or other form of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such

private school remediation program or other special remediation program shall be borne by the student's parent.

Instruction and Remediation Recovery Program

The School Board will establish a Remediation Recovery Program. Students eligible to participate in the program will be students in kindergarten through eighth grade who have failed the SOL assessment in the areas of English (reading, literature and research) or mathematics, and students at the high school level who have failed to pass an SOL assessment in mathematics.

Students who retake an SOL test must have participated in some form of remediation, including the Remediation Recovery Program, to be eligible for re-testing. Also, students who participate in the Remediation Recovery Program are expected to re-take 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 re-take end-of-course tests as many times as necessary to earn verified credit. Poquoson City Public 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:

1. Students in kindergarten through grade eight who are re-tested because they were retained and had not previously passed a grade level test in English (reading, literature, and research) or mathematics.
2. Students who re-take an end-of-course test as a result of failing and re-taking a mathematics course at the high school level.

In designing the division remediation programs required by the Standards of Quality, the School Board shall annually evaluate and modify, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments. The program shall include, when appropriate, a procedure for early identification of students who are at-risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such students shall be provided appropriate remediation activities.

Targeted Mathematics Remediation

The School Board shall establish a targeted mathematics remediation and intervention program to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measure non-calculator computational skills.

Reading and Mathematics Intervention Services

The School Board shall provide reading intervention services to students in grades kindergarten through three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives early intervention reading services will be assessed again by the end of that school year. Such reading services shall be evidence-based including services that are grounded in the science of reading, and include (i) the components of effective reading instruction and (ii) explicit, systematic, sequential, and cumulative instruction, to include phonemic awareness, systematic phonics, fluency, vocabulary development, and text comprehension as appropriate based on the student's demonstrated reading deficiencies. The parent of each student who receives such reading intervention services shall be notified before the services begin in accordance with the provisions of this policy, and the progress of each such student shall be monitored throughout the provision of services. The School Board may provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services maybe administered through the use of: special reading teachers, trained aides, trained volunteers under the supervision of a certified teacher, computer-based reading tutorial programs, aides to assist in-class groups while the teacher provides direct instruction to the student who needs extra assistance, and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation, summer school remediation, at-risk, or early intervention reading may be used to meet this requirement.

The “science of reading” means the study of the relationship between cognitive science and educational outcomes.

Additionally, the School Board shall provide algebra readiness intervention services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. The School Board shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives algebra readiness intervention services will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements of this subdivision.

Compulsory Attendance

The division superintendent may seek immediate compliance with the compulsory school attendance law after a reasonable effort to seek the student’s attendance in the summer school program or after-school session has failed, including direct notification of the parents of such

student of the attendance requirement and failure of the parents to secure the student's attendance, when:

1. The student is required to take a special program of prevention, intervention, or remediation in the summer school program or to participate in another form of remediation as provided by law; and
2. The division superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the summer school program or participation in another form of remediation.

Reporting

The Poquoson School Board shall annually report the following information to the Board of Education pertaining to students eligible for remediation:

1. The number of students failing a state-sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program;
6. The cost of the program;
7. The number of ungraded and disabled students, and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and
9. The percentage of students at each grade level who have met their remediation goals.

Summer School

Generally

The courses offered and the quality of instruction provided in the Poquoson City Schools summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Credit for repeated work ordinarily will be granted on the same basis as that for new work. A student may receive a unit credit for a course only once. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing, if appropriate.

Eligibility

The division superintendent may require students who are educationally at-risk to take special programs of prevention, intervention, or remediation in summer school if the division superintendent determines that remediation of the student's poor academic performance, performance on the Standards of Learning assessments in grades three through eight, or promotion necessitate the student's attendance in summer school.

Any student who fails all of the Standards of Learning assessments for the relevant grades in grades three through eight shall be required to attend a summer school or participate in another form of remediation. The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program shall be borne by the student's parent.

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-199.2, 22.1-211, 22.1-212, 22.1-215.2, 22.1-253.13:1, , 22.1-254, 22.1-254.01; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq, 8 VAC 20-630-40, 50.

Adopted: November 2002

Revised: July 2003, July 2004, August 2006, July 2007, August 2013, June 2020, August 2021

POLICY 6-3.17 HOMEBOUND INSTRUCTION

The Poquoson City School Board shall maintain a program of homebound instruction for students who are confined for periods that would prevent normal school attendance based upon certification of need by a licensed physician, nurse practitioner or licensed clinical psychologist.

Upon request of the student's parent or guardian, and provided such request is recommended by a physician, nurse practitioner or licensed clinical psychologist, the School Board shall furnish a teacher to instruct the student at home. Any credits earned shall be considered a part of the student's regular school work and recorded as such on the cumulative record. Credit for the work shall be awarded when it is done under the supervision of a certified teacher, a person eligible to hold a Virginia certificate or another appropriately licensed professional employed by the School Board.

Applicants for homebound instruction shall be approved by the division superintendent or his/her designee. Medical forms must be maintained on file. During such period of instruction the student shall be carried on the school register as present.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §22.1-253.13:2, 54.1-2957.02; Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq., "Off-Site Instruction," 8 VAC 20-131-180 (A).

Adopted: November 2002

Revised : July 2005

POLICY 6-3.18 TEACHING ABOUT ECONOMIC EDUCATION AND FINANCIAL LITERACY

Each Poquoson City middle and high school student shall receive instruction emphasizing economic education and financial literacy.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §22.1-200.03; 22/1-209.1:2.

Adopted: July 2009

POLICY 6-3.19 LITERACY PLAN

Definitions

The definitions of the terms “science-based reading research” and “evidence-based literacy instruction” in §22.1-1 of the Code of Virginia shall apply to this policy.

Literacy Plan

As part of the School Board’s comprehensive plan, the School Board shall include a division wide literacy plan for pre-kindergarten through grade eight. The plan shall follow the guidelines established by the Board of Education and shall address:

1. How the School Board will align literacy professional development; core reading and literacy curriculum for students in kindergarten through grade five; and screening, supplemental instruction, and interventions for students in kindergarten through grade eight with evidence-based literacy instruction practices aligned science-based reading research;
2. How the School Board will support parents to support the literacy development of their children; and
3. Which core literacy curricula, supplemental instructional practices and programs, and intervention programs from the list developed by the Department of Education or alternative programs approved by the Department that consist of evidence-based literacy instruction and align with science-based reading research will be used in each grade level, kindergarten through 12, at each of the schools within such school division.

The School Board submits the division wide literacy plan to the Virginia Department of Education. The School Board shall post, maintain, and update as necessary on the School Board’s website a copy of the literacy plan and the contact information for any reading specialist or dyslexia specialist employed by the School Board.

The School Board shall provide a program of literary instruction that is aligned with science-based reading research and provides evidence-based literacy instruction to students in kindergarten through grade eight and is consistent with the School Board’ literacy plan as required by subsection B of §22.1-253.13:6 of the Code of Virginia.

The School Board shall provide reading intervention services to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener. These services are provided in accordance with §22.1-253.13:1 of the Code of Virginia and include:

1. Developing a documented reading plan;
2. Involving a reading specialist and the student ‘s teacher(s);
3. Providing prior notice to parents and providing an opportunity for parent involvement in developing the reading plan; and
4. Reassessing at the end of the school year.

The School Board shall employ reading specialists trained in science-based reading research and evidence-based literacy instruction practices, consistent with the minimum staffing ratios established by statute and the Board of Education for reading specialists in kindergarten through grade eight.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-1, 22.31-253.13:1, 22.31-253.13:2, 22.1-253.13:6.

Adopted: August 2024