

**PARENT-STUDENT
HANDBOOK
2023-2024**



**TOGETHER, WE PREPARE OUR STUDENTS
FOR THEIR FUTURE**

spotsylvania.k12.va.us
#TogetherWeAreSCPS

MISSION
TOGETHER,
WE PREPARE OUR STUDENTS
FOR THEIR FUTURE.

VISION

We inspire and empower each student to develop essential skills and access multiple pathways in pursuit of their dreams. Every day, each child yearns to come to school, excited about learning.



The information in this handbook regarding School Board policies is as of June 11, 2023 and is subject to change.

For up to date School Board policies, please go to www.spotsylvania.k12.va.us

and click on the School Board tab and select BoardDocs.

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Linda McGee	Supervisor of Food Services
Sue Venable-Shelton	Supervisor Career Technical and Adult
Mary Beth Libby	Coordinator of Title I

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Spotsylvania County School Board

Nicole Cole	Battlefield District
April Gillespie	Berkeley District
Dawn Shelley	Chancellor District
Dr. Lorita C. Daniels	Salem District
Lisa A. Phelps	Lee Hill District
Kirk Twigg	Livingston District
Rabih Abuismail	Courtland District

Spotsylvania County Public Schools

Mark Taylor	Superintendent
Jon Russell	Chief of Staff
Kelly Guempel	Deputy Superintendent & Chief Academic Officer
Theresa O'Quinn	Chief Human Resources Officer
Philip Traver	Chief Business Officer

Spotsylvania County Board of Supervisors

Chris Yakabouski	Battlefield District
Kevin Marshall	Berkeley District
Timothy J. McLaughlin	Chancellor District
David Ross	Courtland District
Lori Hayes	Lee Hill District
Jacob Lane	Livingston District
Dr. Deborah Frazier	Salem District

Administrative Services

Keith Wolfe	Executive Director of Secondary Education and Leadership
Allison Langridge	Executive Director of Student Services
Kenny Forrest	Executive Director of Operations
Jen Belako	Director of Elementary Education
Maria Ramadane	Director of Teaching and Learning
Jamie Malinak	Director of Professional Development and Instructional Programs
Pete Zicari	Director of Instructional Technology
Joshua Hurley	Director of Mental Health and Wellness
Amy Williams	Director of Human Resources Elementary
Dr. Chris Collier	Director of Human Resources Secondary
Dr. Dennis Martin	Director of Administrative Services
Tara Mergener	Director of Communications and Community Engagement
Jeremy Siefker	Director of School Safety and Discipline
Sean Clore	Director of Student Transportation
Alejandro Wilmer	Director of Health Services

SUPERINTENDENT'S MESSAGE

Dear SCPS Families:

Welcome to the 2023–2024 school year.

SCPS strives to provide a safe, fun, purposeful and productive learning experience for every student. Our talented and dedicated staff works tirelessly to enable our students to make the most of all that SCPS has to offer.

I strongly encourage families to review this document together. Parental involvement plays a very important role in the success of public education. The best outcomes are achieved when everyone involved in the life of the student is engaged in the education process and pulling in the same direction.

Please note that reviewing and signing the “Parent and Student Signature Page” found in the forms section of the handbook and returning it promptly to your child’s school is a requirement of Virginia law. However, please do not allow this bit of compliance to be your last act of involvement in your child’s education.

This handbook provides essential information about our schools, staff, programs, resources, and services. It is a comprehensive resource compiled to provide all the information families need. It is also designed to provide an efficient process for parent and student review and completion of required school and division forms.

Expectations regarding student conduct at SCPS are also spelled out. Each SCPS student will be held responsible for their conduct. For the safety and productivity of all, it must be clearly understood that weapons, drugs, inappropriate physical conduct and other misbehaviors will not be tolerated in our schools. In fairness to those who obey the rules, those who choose not to obey the rules must expect to face consequences and fair discipline.

Thank you for your attention to all of the information in this handbook. We value your involvement in the education of your children. We look forward to a safe and successful 2023-2024 school year for all. Please contact us if you have any questions or if we can be of any assistance.

Sincerely,

A handwritten signature in blue ink that reads "Mark B. Taylor". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mark B. Taylor, Esq.

Superintendent

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Battlefield Elementary
11108 Leavells Road
Fredericksburg, VA 22407
540-786-4532
Principal: Kara Hurley

Berkeley Elementary
5979 Partlow Road
Spotsylvania, VA 22551
540-582-5141
Principal: Sean Bellis

Brock Road Elementary
10207 Brock Road
Spotsylvania, VA 22553
540-972-3870
Principal: Nicole Ochs

Cedar Forest Elementary
3412 Massaponax Church Rd
Fredericksburg, VA 22408
540-834-4569
Principal: Dr. Scott Orth

Chancellor Elementary
5995 Plank Road
Fredericksburg, VA 22407
540-786-6123
Principal: Shawn Hudson

Courthouse Road Elementary
9911 Courthouse Road
Spotsylvania, VA 22553
540-891-0400
Principal: Holly Boone

Courtland Elementary
6601 Smith Station Road
Spotsylvania, VA 22553
540-898-5422
Principal: Tiffany Boggs

Harrison Road Elementary
6230 Harrison Road
Fredericksburg, VA 22407
540-548-4864
Principal: Xanthe McFadden

Lee Hill Elementary
3600 Lee Hill School Drive
Fredericksburg, VA 22408
540-898-1433
Principal: Carroll Ann Lewter

Livingston Elementary
6057 Courthouse Road
Spotsylvania, VA 22551
540-895-5101
Principal: Cynthia Franzen

Parkside Elementary
5620 Smith Station Road
Fredericksburg, VA 22407
540-710-5190
Principal: Dr. Jack McKinley

Riverview Elementary
7001 North Roxbury Mill
Road
Spotsylvania, VA 22551
540-582-7617
Principal: Jennifer Gardner

Salem Elementary
4501 Jackson Road
Fredericksburg, VA 22407
540-786-8218
Principal: Tara Schohn

Smith Station Elementary
7320 Smith Station Road
Fredericksburg, VA 22407
540-786-5443
Principal: Terrie Cagle

Spotswood Elementary
400 Lorraine Avenue
Fredericksburg, VA 22408
540-898-1514
Principal: Jamie Sotzing

Spotsylvania Elementary
7415 Brock Road
Spotsylvania, VA 22553
540-582-5445
Principal: Christine Primo

Wilderness Elementary
11600 Catharpin Road
Spotsylvania, VA 22553
540-786-9817
Principal: Dianne Holmes

Battlefield Middle
11120 Leavells Road
Fredericksburg, VA 22407
540-786-4400
Principal: Mike Brown

Chancellor Middle
6320 Harrison Road
Fredericksburg, VA 22407
540-786-8099
Principal: Dr. Deborah Frazier

Freedom Middle
7315 Smith Station Road
Fredericksburg, VA 22407
540-548-1030
Principal: Dr. Eric Wright

Ni River Middle
11632 Catharpin Road
Spotsylvania, VA 22553
540-785-3990
Principal: TBD

Post Oak Middle
6959 Courthouse Road
Spotsylvania, VA 22551
540-582-7517
Principal: Harold Pellegreen

Spotsylvania Middle
8801 Courthouse Road
Spotsylvania, VA 22553
540-582-6341
Principal: Paul Workman

Thornburg Middle
6929 North Roxbury Mill Rd
Spotsylvania, VA 22551
540-582-7600
Principal: Julie Hamlett

Chancellor High
6300 Harrison Road
Fredericksburg, VA 22551
540-786-2606
Principal: Dr. Abe E. Jeffers

Courtland High
6701 Smith Station Road
Spotsylvania, VA 22553
540-898-4445
Principal: Cliff Conway

Massaponax High
8201 Jefferson Davis Hwy.
Fredericksburg, VA 22407
540-710-0419
Principal: Dr. William Lancaster

Riverbend High
12301 Spotswood Furnace Rd
Fredericksburg, VA 22407
540-548-4051
Principal: Xavier Downs

Spotsylvania High
6975 Courthouse Road
Spotsylvania, VA 22551
540-582-3882
Principal: Robert Marchetti

Spotsylvania Career and
Technical Center
6713 Smith Station Road
Spotsylvania, VA 22553
540-898-2655
Principal: Reitha Abed

John J. Wright Educational
and Cultural Center
Courthouse Academy
7565 Courthouse Road
Spotsylvania, VA 22551
540-582-7583
Principal: Dr. Terecia Gill
Courthouse Academy: Robert
Columbus

Center for Family
and Preschool Services
7409 Brock Road
Spotsylvania, VA 22553
540-582-8816
Christine McCurley
Parent Resource Center
540-582-7060
ESOL: 540-582-7047
Child Find: 540-582-7020
Head Start and VPI
540-582-8816

Rappahannock Juvenile
Detention Center
275 Wyche Road
Stafford, VA 22554
540-658-8165
Principal: Brian Bartozsek

SCHOOL INFORMATION

School Hours

High School	7:35am – 2:20pm
Middle School	8:00am – 2:45pm
Elementary School	8:45am – 3:30pm

School Schedule Changes

The decision to close schools due to adverse weather conditions or other emergencies is made by the Superintendent.

Inclement Weather Information

Parents are encouraged to use the following sources to keep updated on schedule changes. Please plan in advance an emergency procedure with your child so that he/she will know what to do or where to go on days schools close early. Notify the school if this plan is different than the normal routine.

Where to find closing announcements:

SCPS website: www.spotsylvania.k12.va.us
Facebook: facebook.com/spotsyvaniancountypublicschools
Twitter: twitter.com/spotsyschools

School Delay/Closing Announcements

SCPS' goal is to announce a decision by 5:30am. Extra-curricular activities, contests, team practices, field trips, after-school programs, adult education classes, professional learning and training courses, community use in schools and on school grounds, including before and after school aged child care (SACC) offered at schools, are canceled when schools are closed.

SCPS is committed to providing parents with news and information at both the Division level and the school level. SCPS provides information in many ways, such as:

SCPS Website

The SCPS Website - www.spotsylvania.k12.va.us - provides up-to-date and comprehensive information and links to each school website.

Mass Notification

SCPS utilizes an electronic notification system, to provide families and employees with three types of messages: 1) attendance (an automated calling system that calls and emails parents the same day an absence occurs); 2) emergency (school closings and delays); and 3) outreach. This notification system will include a text messaging capability to communicate with parents.

It is important that parents keep their child's emergency contact information up-to-date with the school to ensure the notification system has the correct contact information.



COMMUNICATION

Synergy ParentVUE

ParentVUE is a robust system that includes a photo of your child, attendance, grade book as well as other personal information. In order to access ParentVUE, you will need an activation key. Each Parent/Guardian who has educational rights for the student will have a unique activation key.

The safest method to provide your activation key to your child's student information is to distribute the activation key face to face at your child's school. If you are unable to pick up your activation key, a permission form to allow a designee to pick it up is available online at www.spotsylvania.k12.va.us under the Parent Tab. You will need to have a photo ID to pick up the activation key. The designee must present the signed form at the time of pick up and show ID to confirm they are the designee. If you have multiple children, you only need to pick up an activation key from one school. The activation key will allow you to access all of your children's information.

Synergy StudentVUE

StudentVUE provides students access to information, including: attendance, report cards, class schedules, grade book (for middle and high schools students), course history, discipline, health, and school information.

Learning Management Systems

SCPS uses Canvas and Google Classroom as online Learning Management Systems. These applications allow SCPS to extend learning beyond the traditional school day and beyond school facilities. Students and teachers can access homework and classroom assignments, view class calendars, and explore links to enrichment activities. Canvas has an observer role that will provide parents with limited access to see their student's class. Google Classroom provides the ability for parents to receive daily or weekly summaries of material that has been assigned to their student.

Division Newsletter

Throughout the school year, an electronic Division newsletter is emailed to SCPS parents, families, employees, and community members. It is also available on the SCPS website.

SCPS Mobile App

Spotsylvania County Public Schools has a mobile app available for download that provides easy access to school and district information. Parents and students can download the free app on Android and Apple Devices.

Social Media



Facebook
www.facebook.com/spotsyvaniancountypublicschools
www.facebook.com/spotsyescuelas



Twitter
www.twitter.com/spotsyschools



Instagram
www.instagram.com/spotsyschools



Youtube
Spotsylvania County Public Schools

Backpack Letters

When needed, letters may be sent home with students to keep parents informed about news at an individual school.

School Newsletters

Many schools use social media and produce their own newsletters to provide regular information about upcoming events, important dates, ways to get involved and volunteer, classroom updates, tips on helping one's child succeed in school, and messages from school staff members. Newsletters may be sent home with students or by e-mail through the Mass Notification system.

Admission Requirements

Spotsylvania County Public Schools follows the Virginia State law requiring children to be five years old on, or before, September 30 in the year of their initial enrollment in kindergarten.

Equal Educational Opportunities/Nondiscrimination Statement

Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students.

No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, or advantage or be denied equal access to educational and extracurricular programs and activities.

The School Board shall:

- Provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons;
- Provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- Not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, day care, adult education or career and technical education programs; and
- Not discriminate against qualified disabled persons in the provision of health, welfare or social services.

ENROLLMENT

Registration Procedures

You can pre-register your child at spotsylvania.k12.va.us. This online system will expedite the registration process by allowing a parent/guardian to enter required information about their child prior to going to their home school to complete the registration process. If you do not have access to a computer, please go to your child's assigned school for assistance.

Once the online process is completed, parents are required to present the following documents at their child's school in order for the full registration process to be completed:

- Two documents verifying residence in Spotsylvania County and within the assigned school attendance zone (See Registration Checklist on the SCPS website)
- Certified copy of the child's birth certificate
- Physical examination form completed by a physician no earlier than 12 months prior to the date of entrance into school if student is enrolling in public school for the first time. For students who have been enrolled in public school previously, the physical examination form submitted at the time of first enrollment may be used.
- Documented proof of the required immunizations
- Other health screening as necessary
- Tuberculosis Risk Assessment form
- Report card and/or school records from previous school (for students K-12)
- Travel History Questionnaire
- Home Language Survey
- Parent/Guardian Government issued photo ID
- Legal custody Guardianship Documents (if applicable)

Students must be enrolled by a natural parent, adoptive parent, or adult with custody.

Early Childhood Education Programs

Head Start & Virginia Preschool Initiative (VPI)

The school division offers two preschool programs for typically developing children whose family is economically disadvantaged. Head Start is a federal program and Virginia Preschool Initiative is a state program. These are high-quality preschool environments that promote school readiness for four year old preschool age children. Additionally, these preschool programs offer comprehensive services to enhance children's health and development. The two preschool programs provide a learning environment that utilizes developmentally appropriate practices to meet the social, emotional, educational, and physical needs of children and their families. The role of parents as educational partners is emphasized to support school readiness for the entire family.

Early Childhood Identification & Services (Child Find)

Early Childhood Special Education (ECSE) programs provide instruction to students who have a developmental delay, or any of the other federally defined disabilities. Preschool special education services are designed to provide children with disabilities between the ages 2 (by September 30) and 5 (and

not age-eligible for kindergarten) with services to enhance their developmental functioning. Services are provided in the least restrictive environment. This can include home and community settings, as well as, in school-based settings. Spotsylvania County Public Schools offers a full continuum of services based on the individual needs of the students.

ECSE Resource services are provided to children with mild to moderate delays in their general education, community-based or home based settings. Such settings can include: private preschool; child care; Head Start; and other site-based locations. This provides children with delays an opportunity to participate in typical programs with their peers while receiving special education to address areas of delay.

Attendance Zones

All students shall attend the schools zoned for their legal residence. It is the policy of the school board to permit administrative transfers and special assignments. Transfers or special assignments shall not be approved on the basis of school preference or the basis of simple convenience (distance from home to school, for example).

Before and After-School Care – School Age Child Care (SACC)

SCPS has contracted with the YMCA to provide before and after school care at each Elementary school for the 2022-23 school year. For additional information or to register:

- go online at www.family-ymca.org

- send an email to Varrington@family-ymca.org

or

- call Virginia Arrington, SACC Operations Director:
(540) 735-9622 x2001

Food Services

Purpose

An adequate nutrition program is essential to a child's growth and development and influences higher achievement in school. Spotsylvania County Public Schools recognizes the link between student health and learning.

Our school nutrition department remains committed to nourishing our students through every opportunity available. Due to the changes at the federal level, school meals programs will look different than they have for the past two years.

When schools began closing in March 2020 in response to the COVID-19 pandemic, the U.S. Department of Agriculture (USDA)—which oversees national child nutrition programs—issued program flexibilities to make it easier to serve and access meals during the emergency. As of March 2022 Congress has declined to provide USDA the authorization to extend these flexibilities. Those waivers expired on June 30, 2022, meaning that our programs will return to traditional operations.

PARENT RESOURCES

The main change is that school lunch and breakfast will no longer automatically be served at no cost to all students. Families need to be prepared to complete a meal application to make sure their child can continue to receive meal benefits, if qualified.

It is important to note, this year, 19 of our schools were approved for the Community Eligibility Program. Students enrolled in schools approved for CEP are eligible to receive one reimbursable breakfast and one reimbursable lunch per day, free of charge. The Parents and Guardians of students enrolled in a CEP school should not complete a meal application. Our students are our number one priority, and we look forward to feeding them this fall.

Free and Reduced Price Meal Applications and Eligibility

Parents or Legal Guardians are required to complete a 2022-2023 school year meal application in order for their student to be considered for free or reduced price meal benefits unless their child attends a CEP-approved school. Meal applications will be available online at www.MySchoolApps.com and in the "FORMS" section of this handbook.

Community Eligibility Provision (CEP)– 2022-2023

Based on the number of directly certified students, the following schools were approved for the CEP for the 2021-2022 school year. If approved, meal applications, should not be completed for students at the following schools: Battlefield Elementary, Battlefield Middle, Berkeley, Cedar Forest, Chancellor High, Chancellor Middle, Harrison Road, Livingston, Parkside, Post Oak, Riverview, Salem, Smith Station, Spotswood, Spotsylvania High, Thornburg and Wilderness. Students enrolled in schools approved for CEP are eligible to receive one reimbursable breakfast and one reimbursable lunch per day, free of charge.

The Parents/Legal Guardian of students enrolled in a CEP school should not complete a meal application for those students. However, Parents/Legal Guardians must complete a meal application for any other students in the household that are not enrolled in a CEP school. Meal benefits begin on the day the meal application is approved. Meal benefits are not retroactive.

Students that transfer from a CEP school to a non-CEP school will be eligible for free meals for 10 serving days only. During the 10 serving days, the Parent/Legal Guardian must complete a meal application, unless your child has been directly certified to receive meal benefits. Meal benefits begin on the day the meal application is approved. Meal benefits are not retroactive.

Student Account

The School division establishes for each elementary, middle or high school student a school food service account so that all students can receive a breakfast and/or lunch that meets the criteria for a USDA reimbursable meal. Student accounts can be accessed online at www.myschoolbucks.com. On this site, parents can review student account balances, purchases, set limits, and add funds.

Guidelines and Notification Process for Managing Student Meal Accounts

Negative account balances from previous school years will remain on the student's meal account. Therefore the parent/guardian will continue to receive negative balance auto-dials from the Food Service Office, at least three times per week. Any debt to the student's account will carry the expectation that the parent/guardian is responsible for full payment.

Student Account Balance

Any balance under \$10.00 that remains on a student meal account on which there is no transaction activity for one year or more will not be refunded, except for students that were eligible for reduced price meal benefits. Parents/Legal guardians who choose to leave such funds on the student meal account for one year or more, by this regulation notification, have agreed that such funds may be donated to the school division's Food Service General Fund, where such funds will be placed.

Health Services

School nurses provide care and support to all students using the Framework for 21st Century Practice model (NASN, 2016). The model is student-centered and includes five nonhierarchical key principles: Standards of Practice, Care Coordination Leadership, Quality Improvement, and Community/Public Health. The principles of the Framework help to describe many of the practice activities nurses perform each day to support student health and learning. The Framework is aligned with the Whole School, Whole Community, Whole Child movement and its interdisciplinary approach to student health and learning (NASN, 2020: CDC, 2014).

SCPS is privileged to have a registered Nurse in every building to support health care needs of our students and perform mandated screenings. A nurse cannot diagnose prescribe medications or administer medications without a healthcare providers' order. A nurse can assess, provide first aid, and comfort measures.

Emergencies

Emergency services (911) will be called to the school, per guidelines and or as indicated by the use of emergency medications to ensure the health and wellbeing of your student. If your student requires emergency services, every attempt will be made to reach you by phone. It is important that the school and nurse have an up to date phone number on which you can be reached and the name and phone number or a person who will assume care for your student if you cannot be reached. Please provide this information on your students' clinic card and advise the school and nurse of changes as needed. Please note any/current allergies or medical concerns of which the school nurse should be aware of. Clinic cards are to be completed annually.

Sick at School

SCPS follows recommendations from CDC & VDH in response to students who present with symptoms consistent with a suspected communicable disease. Recommendations may include school

PARENT RESOURCES

exclusion. Students with an undiagnosed rash, fever as defined by the CDC of 100.4 or greater, vomiting that is difficult to control, re-occurs, and or is accompanied by nausea, or diarrhea that is difficult to control, re-occurs, and or is accompanied by discomfort should remain home. Students must be fever free for 24 hours without the use of fever reducing medication before returning to school. Students must be free of episodes of vomiting and or diarrhea for 24 hours before returning to school. Students who are suspected of a communicable disease, present with fever, vomiting, and or diarrhea during the school day are not permitted to remain in school and may not ride the bus home.

If a student becomes sick at school or reports being unable to participate comfortably in classroom activities the parent/guardian will be asked to pick up the student. Students may not ride the bus home.

COVID-19

SCPS follows current recommendations from CDC & VDH and collaborates with RAHD in response to COVID-19 cases.

Medication at School

Spotsylvania County Public School Board personnel may administer medication to students only pursuant to the written order of a licensed healthcare provider and with written permission from the student's parent/guardian. Such medicine must be in the original unopened container and delivered to the principal, or school nurse by the parent/guardian or verified representative. Such medicine must be administered in the school clinic.

An exception is made for students with a diagnosis of asthma or anaphylaxis, or both to self - carry asthma medication and auto-injectable epinephrine; however, an order from a licensed healthcare provider for these medications indicating self-carry and written parent permission is also required and such medicine must be in the original unopened container and delivered to the principal, or school nurse by the parent/guardian or verified representative prior to the student being allowed to self-carry.

Students diagnosed with diabetes pursuant to the written order of a licensed healthcare provider and with written permission from the students' parent/guardian may carry with and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and self-check their own blood glucose levels on a school bus, on school property, and at a school-sponsored activity.

Expired medications will not be administered. The school nurse will properly dispose of expired medications upon expiration of the medication. The school nurse will properly dispose of medications not picked up by the end of the school year.

Signed orders from a licensed healthcare provider are required for diagnoses that require medication, treatments and or accommodations during the school day.

Annual Health Screenings

SCPS complies with Code of Virginia Law 22.1-273 which mandates vision and hearing screenings for all new students and students in grades K, 3, 7, and 10. Parents may decline these screenings based on religious objection by completing the Hearing and Vision Opt out form at:

www.spotsylvania.k12.va.us/healthforms.

Allergies at School

Parents/guardians of a student with a known allergy should provide an Allergy & Anaphylaxis Emergency Plan signed by a licensed healthcare provider and student specific medication. Please note that food allergies also require a Medical Statement to Request Special Meals and or Accommodations form completed by a licensed healthcare provider. The Medical Statement to Request Special Meals and or Accommodations form is not needed for non-food allergies.

Foods being brought into a school building should have an FDA label identifying ingredients/allergens. However, food allowed into each school building is at the discretion of the school principal.

Forms for student health needs are available from the school nurse or online at www.spotsylvania.k12.va.us/healthforms. Please note that the forms are for your convenience, a licensed healthcare provider may write orders on their office forms.

Health Services Department Web Page

Please visit www.spotsylvania.k12.va.us/healthforms to view immunization requirements and access school health forms (also noted on page 85 of the handbook).

Spotsylvania County Health Department

The Spotsylvania County Health Department is available to residents and offers the following services:

Immunizations, Child Development, Epidemiology,
Food Safety, HIV/AIDS, Tuberculosis, West Nile Virus, &
WIC (Nutrition Services)

For more information, call (540) 507-7400 or visit the Health Department website at www.spotsylvania.va.us/content/20925/20973/default.aspx.

Legal Rights - Divorce and Separation

It is the intent of Spotsylvania County Public Schools to remain neutral toward families impacted by divorce or separation. We do not take sides with either parent regarding attendance, school communication, and parent engagement. If you have a legal document outlining custody and/or visitation, please provide a copy to your child's school. We will use this document as a legal base for working with parents and guardians. In the absence of a legal document, SCPS will collaborate with any available parent or guardian to make appropriate decisions on behalf of the child.

PARENT RESOURCES

Spotsylvania County Public Schools will make every effort to protect all children from emotionally upsetting situations. We ask all parents to refrain from negative comments about others during teacher conferences and school events. Please partner with us by settling parental disagreements and confrontations outside of school.

Parent Resource Center (PRC)

Dedicated to promoting a cooperative partnership between families, schools, and the community, the PRC serves all families, school staff, agencies and the community placing an emphasis on children with special needs or receiving Title I services. The staff provides support through listening and problem solving with individuals. Needs within our community vary and the staff networks within our community and state to utilize resources that support those needs. A lending library of books, DVDs, journals, educational games, and pamphlets are available at the PRC to enhance parenting and family interactions and to assist schools in meeting the needs of all children. The staff also offers information sessions for parents and school staff for building positive parent/school partnerships. PRC staff can be reached at prc@spotsylvania.k12.va.us or (540) 582-7060. The offices and PRC library are located inside the Center for Family & Preschool Services building at 7409 Brock Road, Spotsylvania, VA 22553. You may also find information at www.spotsylvania.k12.va.us/PRC and facebook.com/spotsyprc. The PRC is open Monday - Friday 8 a.m. - 4 p.m. (additional hours available upon request).

School Safety

Spotsylvania County Public Schools is committed to excellence in education. In order to support a school and classroom environment that is responsive and conducive to learning, we must work together to ensure that our schools are safe places in which to teach and learn.

Bus Behavior Regulations

Bus behavior guidelines for students can be found in the Code of Student Conduct. Additional information regarding student conduct on school buses may be found in the School Board Policy EEACC and EEACC-R.

Code of Student Conduct

In accordance with state law, the Code of Student Conduct (SCPS Policy Manual, JFC) is provided to each parent at the beginning of the school year. The Code of Student Conduct addresses the following: (1) authority of school officials over pupils; (2) procedures for administering standards of conduct; (3) student standards of conduct; (4) drug-related crimes and violent criminal conduct involving dangerous weapons or devices; (5) suspension and expulsion; and (6) violations of law. The Code of Student Conduct is in this handbook.

Crisis Plans

Each school has developed a written school crisis, emergency management, and medical emergency response plan. This plan addresses the essential procedures, operations, and assignments

required to prevent, manage, and respond to critical events or emergencies. Additional information regarding crisis plans may be found in the School Board Policy EB and on the Divisions' website under the Parent tab.

Emergency Drills

There are three primary responses to critical incidents: evacuation; lockdown; and shelter-in-place. Schools conduct emergency response drills (to respond to situations such as fire, bomb threat, intruder, tornadoes, earthquake) in accordance with state law and other regulations. Additional information regarding emergency response procedures and safety drills may be found in the School Board Policy EBCB and ECBC-R.

Prosecution of Juveniles as Adults

State law requires school divisions to provide information developed by the Office of the Attorney General to students and parents regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes.

School Safety Audit

Each school conducts an annual School Safety Audit—a written assessment of the safety conditions in the school. The purpose of the audit is to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses will include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board's standards for student conduct. Additional information regarding school safety audits may be found in the School Board Policy EB.

School Resource Officer (SRO) Program

This is a cooperative effort between Spotsylvania County Public Schools and the Spotsylvania County Sheriff's Office. The duties of the SRO fall in the broad categories of prevention, investigation, communication, support and enforcement. The Sheriff's Office has assigned SROs to all high schools and middle schools, to the Alternative School, to the Spotsylvania Career and Technical Center, and to elementary schools.

School Security Officer (SSO) Program

The SSO assists in the overall maintenance of a safe school environment by conducting surveillance of school buildings, grounds, and activities and ensuring the security of the school by enforcing established rules and regulations. SSOs are assigned to all high schools and to the Alternative School.

Security Cameras

Closed circuit video cameras are used in all schools, school buses, and property of the school division in order to support the health, welfare, and safety of all students, staff, and visitors, and to safeguard school facilities and equipment.

PARENT RESOURCES

Sex Offender Registry

SCPS monitors electronic registration or re-registration of any sex offender in Spotsylvania County and recognizes the danger that sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school, or are at school-related activities, SCPS receives electronic notification of the registration or re-registration of any sex offender in Spotsylvania County.

Spotsylvania Crime Solvers

Spotsylvania Crime Solvers is a community program geared toward public involvement in the fight against crime. Information can be sent to Crime Solvers via telephone or text at 1-800-928-5822 or 1-800-582-5822.

SCPS Tip Line

Students are encouraged to report crimes and other violations of standards of conduct to a school official in their school. However, if the reporting student wishes to remain anonymous, the student may utilize the Tip Line (540-834-2549) in order to submit the report.

Parent/Guardian Visitors

Visitors are welcome in our schools. A person wishing to visit a school or any portion of the school grounds must first report to the school's main office or greeter's desk and explain the purpose of the desired visit. When considering all such requests for visits, the school administrator shall safeguard the instructional day from distractions. Persons allowed to visit the school shall be asked to provide a valid government photo identification (U.S. or foreign driver's license, U.S. or foreign government ID, US Military ID, Department of Motor Vehicles ID, Passport, Permanent Resident Card (Green Card), or Re-entry Permit), state the purpose of the visit, and obtain and display a visitor identification badge that is to be worn while in the school. At the completion of the visit, the visitor shall sign out through the office or greeter's desk and return the visitor badge. Additional information regarding School Visitors may be found in the School Board Policy KK and KK-R.

Student Insurance

Information concerning accident/dental insurance for students is sent home on the first day of school. Participation in this insurance plan is strictly voluntary; however, enrollment in the plan is encouraged if the student is not covered by another form of insurance. Premiums should be mailed directly to the company by parents. Parents are reminded that neither the school division nor the school carries accident insurance on students.

Transportation

See School Board Policy EEACC-R (Student Conduct on School Buses) and Policy JFC (Code of Student Conduct) for more information.

Bus Passes

If it is necessary for a student to ride a bus other than his/her assigned bus or get off the assigned bus at an existing bus stop,

written permission from the parent/legal guardian must be sent to the school office and a bus permission slip given to the bus driver from the principal's office. Consideration must be given to not overload buses when requests are processed by the principal or his/her designee.

Bus Drop-off Requirement

For safety reasons, if a young child is the only child exiting the bus, the child will not be permitted to exit the bus at the bus stop when there is no responsible party present to receive the child. The child will be transported back to the child's school and the school will then notify the parent to pick up their child at the school. Parents will be responsible for picking up their child from the school.

Loading/Unloading Restriction

For the safety of the student when boarding the bus, the student must be capable of bearing weight on both feet. Students cannot rely on crutches or other mobility devices and cannot hop up or down the steps of the bus. If it is a temporary disability that prohibits the student from loading or unloading the bus properly, then it shall be the responsibility of the parent/guardian to transport or a 504 for special transportation would need to be processed.

Withdrawal/Transfers

Parents should immediately notify the attendance secretary as soon as possible when the student will be leaving to attend another school or withdrawn for other reasons.

Attendance Information

Student attendance is a cooperative effort and the School Board involves parents and students in accepting the responsibility for good attendance. All students age 5 to 18 shall attend school regularly as set forth in Section 22.1-254 of the Code of Virginia. Five-year-old children, however, may be exempted from kindergarten by their parent or guardian upon notification to the School Board through your child's principal.

Each parent/guardian or person having charge of child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law.

Parents of students who are absent must inform the school of the reason for the absence within three (3) days of the student's return.

Absences

Achievement in school is related to regular attendance; therefore, it is essential that students attend school daily. Spotsylvania County Public Schools has a goal to have all students maintain a high attendance rate throughout the school year. Students are expected to attend school except in cases of personal illness, family emergency or death in the immediate family. Students shall be responsible for completing assignments missed due to absences. All absences, whether excused or not excused, are

STUDENT INFORMATION

included in the student's academic record. By VA Code 8VAC20-110-130: A pupil shall be dropped from the roll and marked "withdrawn" when a pupil has been absent for 15 consecutive days or more.

Chronic Absenteeism

Chronic absenteeism is defined as missing ten percent (10%) or more of the academic year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month.

Types of Absences

Students are expected to bring a note signed by the parent/guardian indicating the reason why the student was absent upon his/her return to school.

1. Excused Absences - a student's absence may be excused by the school for circumstances, which include but are not limited to the following:
 - a. Personal illness of the student (a doctor's note may be required by the school principal or designee after a student has accrued five (5) or more absences for the school).
 - b. Medical and dental examination and/or treatment of the student when such appointments cannot be scheduled other than during school hours.
 - c. Funerals as requested by the parent/guardians.
 - d. Observation of a religious holiday.
 - e. Required court appearance or legal obligations.
 - f. Suspensions or expulsions.
 - g. Military obligation.
2. Unexcused Absences - "Unexcused Absence" means an absence where:
 - a. The student misses his/her scheduled instructional school day in its entirety; and,
 - b. No indication has been received by school personnel within three (3) days of the absence that the student's parent is aware and supports the absence; or,
 - c. The parent provides a reason for the absence that is unacceptable to the school administration. An example of this would be that a parent has written an excessive amount of notes.

It is the student's responsibility to ask the teacher for the make-up work within five (5) days upon returning to school from an absence in order for there to be no grading consequence.

Dismissal Precautions

Principals shall not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the student. Students shall be released only on request and authorization of parent or guardian.

Grades

Students will have a reasonable number of days to turn in work as determined by the teacher, principal/principal's designee, and the student. It is the student's responsibility to ask the teacher for the make-up work upon returning to school from an absence. Student work may not be penalized because of absences unless the make-up deadlines are not followed.

Credit

Students will receive academic credit for each class they successfully pass including required verified credits as outlined in School Board Policy IGAA: Grading Systems and IKF: Standard of Learning Tests and Graduation Requirements. School attendance will not be used as criteria for awarding or denying credit for any given class/course.

Retention

Student attendance should be considered, but attendance cannot be used as sole criteria for either promotion or retention of students to specific class grades (K-12).

Non-Compliance with Attendance Regulations

Students who fail to attend school for an entire day, or for any portion of a school day, are considered to be in violation of the Code of Student Conduct unless the absence is allowed by the parent/guardian and excused by the principal (i.e., skipping school or skipping classes). See School Board Policy JED for more details.

Extra-Curricular Activities

A comprehensive program of interscholastic athletics (grades 6-12, with the exception of football which is grades 7-12) and extracurricular activities (grades 6-12) is offered for Spotsylvania County Public Schools' students in accordance with the rules, regulations, and guidelines of the Virginia High School League (VHSL), Spotsylvania County Public Schools' Code of Student Conduct, and the Virginia Standards of Accreditation (SOA). These programs are under the direct supervision of the school principal see School Board Policy IGDAAR-1 for more information.

Student Fees

Elementary Schools - No Fees

Middle Schools - No Fees

High Schools -

- a. Fees charged for enrollment in one or more of the following elective courses.

Fee	Course
\$20	Fine Arts - to cover the cost of the consumable art materials
\$15	Photojournalism - to cover the cost of supplies

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- b. Fee charged for consumable workbook used in the following elective courses (student may elect to provide his/her own copy of the workbook in lieu of paying the fee).

Fee	Course
Exact cost plus shipping	Classroom Driver Education - to cover the cost of the consumable workbook

- c. The following student parking permit fees are related to the use of an automobile:

Fee	Parking Pass time period
\$80	Student Parking Fee - authorized/registration to park in school parking lot for an entire school year
\$40	Student Parking Fee - authorized/registration to park in school parking lot for half of the school year
\$20	Student Parking Fee - authorized/registration to park in school parking lot for the last 9 weeks of the school year

- d. The following fees are related to AP, Dual Enrollment and IB classes:

Course	Fee
AP Exam Fee	Student is responsible for actual cost of exam as determined by the College Board with financial assistance provided by the home school for those students who qualify.
Dual Enrollment Fee	Student is responsible for fees established by the community college
IB Exam Fee	Student is responsible for actual cost of exam as determined by the International Baccalaureate with financial assistance provided by the home school for those students who qualify.

The School Board provides for the reduction or waiver of fees for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay. To apply for a waiver, parents/guardians should contact the main office of the student's school.

Field Trips

Code of Virginia, 1950, as amended, Section 22.1-78, Section 22.1-176. A field trip is a planned school-sponsored and school-chaperoned activity, which shall be permitted to the extent that it provides an effective means of accomplishing the stated objectives of the instructional program. Field trips on school time shall be limited to those specifically aligned to instructional objectives and regularly scheduled extracurricular and co-curricular activities.

Fundraising

The raising and soliciting of funds by students, outside organizations, and staff may be permissible provided prior approval is obtained from the principal and the superintendent or designee (reference School Board policy for complete details).

Make-up of School Work/Assessments

Make-up of school work and/or assessments should be coordinated with your student's teacher.

Parties

In SCPS elementary schools, we work hard to ensure that students' minds and bodies are ready for learning each day. In addition to the hard work our teachers and staff do every day to prepare students for success in the classroom, we also work to encourage healthy eating and physical activity, leading them to lifelong success. We understand that celebrating students is very important and we are committed to recognizing students in healthy and safe ways.

Like many other schools, we have many students who suffer from life-threatening allergies. According to the Centers for Disease Control (2011), allergies have increased more than 20% among American children since the mid-1990s. Childhood obesity has tripled over the past 20 years. As a school community, we must do all we can to lessen the chances of an allergic incident happening and must work diligently to keep our students safe.

Each year, across our elementary sites, feedback from staff and parents is mixed with regard to outside food and treats. We are aware that this is a sensitive subject. Beginning in 2023-2024, we will continue to celebrate student birthdays as a school-wide community, however, should you choose to provide birthday treats to classmates, these goodies must be non-edible. Cupcakes, candy, and/or any other edible food items will not be allowed. Your school will reach out with specific, non-food alternative ways you can use to recognize your child's birthday at school. Specific, school-wide celebrations will continue with other guidance and forward planning for a safe, healthy event.

Invitations and announcements for private, personal events (birthday parties, etc.) are not to be distributed by students or members of the school staff. Parents/Guardians are asked not to make such requests. Each school will provide an opportunity for parents to share contact information for this and similar purposes.

Student Electronic Devices

If the principal authorizes the activation of electronic devices during the school day, the principal also has the authority to make rules restricting the use of these devices to class work or other school-related assignments. A more detailed description can be found in the Appendices section of this handbook.

Student Records

The Spotsylvania County School Board maintains a scholastic record for each student, under the supervision of the principal, which is stored in a secure location. Parents/Guardians have the right to review the contents of their student's academic record in accordance with the Guidelines for the Management of Student's Scholastic Records in the Public Schools of Virginia.

Textbooks

Constitution of Virginia, Article VIII, Section 3 Code of Virginia, 1950, as amended, Sections 22.1-238 through 22.1-253. The Board provides textbooks and certain other instructional materials at public expense. In order to protect public funds, the

STUDENT INFORMATION

Board requires the student to pay for any lost books or books that have been subjected to abuse. The student is not expected to pay for normal wear and tear. Charges for lost books or books abused beyond repair are as follows:

- New Book - Full replacement cost
- Used Book, Good condition - Three-fourths replacement cost
- Used Book, Fair condition - One-half replacement cost
- Used Book, Poor condition - One-fourth replacement cost

The principal (or designee) of the school determines the extent of damages. The principal (or designee) has the authority not to issue books to those students who have failed to pay for lost or damaged books.

Weather Guidelines

Below are guidelines that will be used before taking students outside:

1. Temperature - In general, not below 35 degrees or above 90 degrees.
2. Clothing - Students should have appropriate clothing and appropriate shoes for both warm and cold weather.
3. Type of activity - If students are to be outdoors in lower temperatures, they should be reasonably active. Strenuous activity should be avoided when temperatures are above 90 degrees. Whenever possible, activities should be conducted in shaded areas during excessive heat.
4. The heat index system is specially designed for athletic practices and often allows participation in excess of the guidelines stated above; therefore, it should not be used as the standard to determine whether or not physical education classes should be conducted outside. When the Heat Index reaches 90-95, light exercise and activities are recommended with unlimited access to water. When the Heat Index reaches 95 and above, exercise and activities should take place indoors.
5. Teacher are not permitted to put sunscreen on students at any time.

Student Evaluation and Grading

The School Board will award diplomas to all secondary school students, including students who:

- transfer from nonpublic schools or from home instruction;
- earn the units of credit prescribed by the Board of Education;
- pass prescribed tests; and
- meet such other requirements as prescribed by the School Board and approved by the Board of Education.

Diplomas and Certificates

Spotsylvania County Public Schools will award diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

Student Evaluation and Grading

- A. Students in grades K-5 receive a report card each nine weeks based on the student's level of mastery of standards that are taught during that nine week period.
- B. Grades 6-12 Current Scale

A Excellent Accomplishment	90 – 100
B Above Average Accomplishment	80 – 89
C Average Accomplishment	70 – 79
D Below Average Accomplishment	60 – 69
F Unsatisfactory Accomplishment	Below 60

Grade	4.5 Scale	5.5 Scale
A	98 - 100 = 4.50	98 - 100 = 5.50
	95 - 97 = 4.25	95 - 97 = 5.25
	90 - 94 = 4.00	90 - 94 = 5.00
B	88 - 89 = 3.75	88 - 89 = 4.75
	86 - 87 = 3.50	86 - 87 = 4.50
	84 - 85 = 3.25	84 - 85 = 4.25
	80 - 83 = 3.00	80 - 83 = 4.00
C	78 - 79 = 2.75	78 - 79 = 3.75
	76 - 77 = 2.50	76 - 77 = 3.50
	74 - 75 = 2.25	74 - 75 = 3.25
	70 - 73 = 2.00	70 - 73 = 3.00
D	68 - 69 = 1.75	68 - 69 = 2.75
	66 - 67 = 1.50	66 - 67 = 2.50
	64 - 65 = 1.25	64 - 65 = 2.25
	60 - 63 = 1.00	60 - 63 = 2.00
F	59 or less = 0	59 or less = 0

- C. Grade-Point Average Grades 9-12
The computation of a high school student's grade-point average is based on a 4.5 scale with certain designated classes based on a 5.5 scale. The following courses have weighted grades based on the 5.5 scale:
 - Advanced Placement courses
 - Dual Enrollment courses
 - International Baccalaureate courses

For grades nine through twelve, and for all high school credit courses, numerical grades shall be recorded on the report card and in the permanent record folder.

Screeners/Assessments - Parents/Guardian Notification:

In accordance with HB 410, SCPS will provide timely written notification to the parents of students who:

- undergo literacy and Response to Intervention (RTI) screening and services, or
- do not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12.

ACADEMIC REQUIREMENTS AND REPORTING

Notification shall include all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores.

Promotion and Retention

Elementary and Middle School

The guiding principle for any decision made relative to promotion or retention should always be the welfare of the student, and every decision should be made on an individual basis. The decision regarding promotion or retention is typically made by the classroom teacher and principal. Parents/Guardians are to be informed at an early date of the possibility of retention. Promotions or retentions need not be based solely upon numerical measurements of attainment. Schools shall use multiple criteria which may include performance on Standardized tests, attendance, and developmental factors of learning tests for promoting or retaining students in grades 3, 5, and 8.

High School

Grade level classification is based on the total number of units of credit accumulated as follows:

Freshman	0-4 units
Sophomore	5 units
Junior	10 units
Senior	15 units and/or eligible for graduation

Advanced Placement (AP)

The Advanced Placement (AP) Program provides students with the opportunity to pursue college-level studies while in high school and to receive Advanced Placement credit when entering college. Advanced Placement (AP) courses follow the suggested College Board course descriptions and serve to prepare students for the end-of-course AP examinations. The awarding of college credits belongs with the student's college of choice.

Advanced Programs

Students and their parents shall be notified of the availability of Dual Enrollment, Advanced Placement classes, and academic year Governor's School Programs, as well as the qualifications for enrolling in such classes and programs and the availability of financial assistance to low-income students demonstrating need to take the Advanced Placement and International Baccalaureate examinations.

Students and their parents shall also be notified of community college programs that enable students to complete an Associate's Degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

Alternative School

Spotsylvania County Public Schools provides alternate education placements for specific circumstances as well as a GED program. For more information, contact your student's school administration.

Career & Technical Education (CTE)

Code of Virginia, 1950, as amended, Section 22.1-253.13:18 VAC 20-120-40. Spotsylvania County Public Schools provides career and technical educational 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, the teaching profession, and emphasis on the advantages of completing school with marketable skills;
- Career exploration opportunities in the middle school grades; and
- Competency-based career and technical education programs which integrate academic outcomes, career guidance, and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance shall include counseling regarding available employment opportunities and placement services for students exiting school.

Commonwealth Governor's School (CGS)

The Commonwealth Governor's School (CGS) is an academic year Governor's School that provides gifted and highly motivated high school students with challenging, differentiated, and interdisciplinary programs in science, mathematics, social sciences, and English.

Course Pathway Guide

The Course Pathway Guide is available online and designed to help parents and students gain a better understanding of course offerings and to provide information that will assist with future academic planning. Academic and career planning are important processes that require collaboration among parents, students, counselors, and teachers.

Curriculum Development

Code of Virginia, 1950, as amended, Sections 22.1-78, 22.1-253:13.1. Spotsylvania County Public Schools has a process for curriculum development. A broad team of teachers and staff align and develop curriculum based on VA Standards of Learning. Standards are analyzed, and a scope and sequence pacing guide is created. Assessments are developed based on this pacing. As teachers utilize these guides and assessments, they provide feedback based on student data and need. The curriculum/pacing is adjusted accordingly by the identified curriculum team on a yearly basis.

Dual Enrollment (DE)

Dual Enrollment is a unique enrichment program in which high school students are given the opportunity to take college courses in their own high school. Courses are taught by high school instructors who have the qualifications to teach at the college level. Students earn college credits while completing their high school requirements. In order to receive credit, students must maintain both attendance and grade requirements set

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by the college or university. Students should work with their school counselor to discuss credits transferring to colleges and universities. Interested students should discuss Dual Enrollment options with their high school counselors.

Early College Scholars Pathway

The Early College Pathway is an academic advancement plan in which high school students can earn a General Studies Associate Degree (62 credits) or a General Education Certificate (33 credits) concurrently. The Early College Pathway varies among school districts depending on their Dual Enrollment, Advanced Placement, and/or International Baccalaureate offerings. Students interested in the pathway are encouraged to speak with a school counselor at their high school or contact an academic counselor at Germanna Community College for additional information.

Elementary Education

Curriculum and standards-based instruction at the elementary level reflect a developmental approach centered on the concepts, skills, and processes in individual subject areas. Different levels of ability, development, and learning styles are expected, accepted, and used to plan and design grade-appropriate learning experiences for every child.

The Virginia Standards of Learning (SOL) provide the framework for what is to be taught at each grade level. The division curriculum emphasizes basic skills and is rich in content including problem solving and decision-making strategies. The integration of technology plays an important role in instruction and skills incorporated throughout the curriculum. Visit our website at www.spotsylvania.k12.va.us to review specific curriculum maps and guides. VDOE Curriculum Frameworks can be found at www.doe.virginia.gov/testing/index.shtml.

Language Arts and Communication

The elementary language arts program is based on a continuum of literacy skills and strategies focusing on communication and multimodal literacies, reading, writing, and research. Instruction emphasizes phonemic awareness, phonics, vocabulary, fluency, and comprehension. As students transition from the primary grades (K-2) to the intermediate grades (3-5), they build on those foundational skills as they become increasingly proficient in reading, writing, researching, and communicating.

Mathematics

The mathematics curriculum supports students in using the following processes: problem solving, mathematical communication, mathematical reasoning, connections, and representations. The curriculum focuses on specific content strands of number and number sense, computation and estimation, measurement and geometry; probability and statistics; patterns, functions, and algebra.



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Students must learn to use a variety of methods and tools to compute including: paper and pencil, mental math, estimation, and technology. Using a variety of representations (graphical, numerical, algebraic, verbal, and physical) students relate concepts and procedures from different topics within mathematics and other content areas.

History and Social Science

The study of history and social sciences is vital in a democratic society. All students need to know and understand our national heritage in order to become informed citizens in shaping our nation's future. The history and social science curriculum follows the Virginia Standards of Learning. Students will apply social science skills to understand the inter-relationships among the history, geography, economics, and civics content as well as become actively engaged in their learning.

Science

In the elementary grades, students receive an introduction to the study of science through observation, investigation, and experimentation. K-5 science focuses on the areas of Scientific and Engineering Practices; Force, Motion, and Energy; Matter; Living Systems and Processes; Earth and Space Systems; and Earth Resources. Six critical components for achieving science literacy are: Goals; Investigate and Understand; Nature of Science; Science and Engineering Practices; Safety; and Instructional Technology. These components support the Profile of a Virginia Graduate and an integrated instructional approach that incorporates science, technology, engineering, and mathematics (STEM).

Health

The goal of the elementary health program is to support students in developing increased awareness of overall health concepts (body systems; nutrition; physical health; disease prevention/health promotion; substance abuse prevention; safety and injury prevention; community/environmental health). Fostering individual growth while helping students practice communication and decision-making skills are key components of the curriculum. These skills are reinforced in 5th grade through the DARE (Drug Awareness Resistance Education) Program.

Encore Classes

Encore subjects include art, music, library, and health/physical education. Students attend Encore with a specialist one time per week for art, music, and library, and two times per week for physical education. Students are assessed in specific areas in grades four and five. Proper shoes must be worn for safety in physical education class.

Recess

In addition to two P.E. classes per week, students also receive daily physical activity, which is essential in a healthy learning environment. Individual student recess should only be removed as a last resort in an effort to address student behavior and academic needs. If weather conditions limit outdoor activity,

physical activity may be coordinated in the classroom.

Language Instruction Educational Program (LIEP)

20U.S.C. Sections 6311, 6312, 6825, 7012; Code of Virginia 1950, as amended, Sections 7.1-42; 22.1-5.

Identification

To comply with federal requirements, as part of the enrollment process, all parents/guardians must complete the Home Language Survey (HLS) for each student enrolling. This information is used to determine the need for further English language proficiency screening and possible Language Instruction Educational Program (LIEP) services. Families registering students are assisted in completing the documents and registration materials on-site as needed or are referred to the English for Speakers of Other Languages (ESOL) Welcome Center for further assistance.

Screening

If the family indicates a language other than English on the HLS, the student's English skills in the areas of reading, writing, listening, and speaking will be assessed. Students who have limited English proficiency are provided LIEP services as a part of their instructional program. Parents will be notified in writing of their student's qualification for LIEP services.

Placement and Services

Students identified as qualifying for LIEP services will be placed in a language instruction education program based on their English language proficiency level and grade. English Learner (EL) students in grades K-8 are placed at the grade level appropriate for their age.

LIEP instruction in SCPS is content-based, and English is used as for instruction. The type of program and the model and delivery of instruction depends upon the needs and proficiency levels of the student.

Family Life

In compliance with the Virginia State Board of Education, Family Life Education is designed to help students understand and adjust to physical, social, and emotional aspects of growing up. Developed by a broad-based community team, the program uses the state's standards as its framework to ensure that students learn to build on their strengths, to make informed decisions, and to relate well to each other. Parents and members of the community may preview all materials used in the program. Parents may choose to "opt" their students out of any activities associated with the program. The "Opt-Out" form is available from the school office.

Gifted Services

Code of Virginia, 1950, as amended, Sections 22.1-18.1 and 22.1-253.13:1.D.6, 8 VAC 20-40-40, 8 VAC 20-40-55, 8 VAC 20-40-60. Students are universally screened for gifted services using nationally normed ability assessments. Results from the

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assessments are used to identify candidates for further screening. Students may be referred to participate in the Spotsylvania County Program of Enrichment (SCOPE). Referrals may be made by a student, parent/guardian, or teacher. Gifted Resources Teachers (K-8), Gifted Coordinators (9-12), and school guidance personnel can provide additional information about gifted services offered in SCPS.

Grades K - 2

Students may be found eligible for enrichment gifted services. All kindergarten students are screened annually. All 2nd grade students are screened annually for our identified gifted program, the Spotsylvania County Program of Enrichment (SCOPE), with services beginning in 3rd grade.

Grades 3 - 5

Students may be found eligible for services in our identified gifted program, the Spotsylvania County Program of Enrichment (SCOPE). There are two referral windows for students in grades 3-5. The windows are published on the division website at the beginning of the school year.

Grades 6 - 8

SCOPE services continue in the middle school for students who were identified in elementary school. At the secondary level, there are two referral windows during the year. The windows are published at the beginning of the school year.

Grades 9 - 12

Opportunities are available for students to pursue challenging coursework and independent study options. Gifted Coordinators at each high school support students in finding the path that best meets students' needs and interests. More information can be found in our Local Plan for Gifted Education posted on Gifted Services web page under the instruction tab.

Homebound & Correspondence Instruction

Code of Virginia, 1950, as amended, Sections 54.1-2952.2 and 54.1-2957.02, 22.1-254.

Homebound Instruction

A program of homebound instruction exists for students who are confined for a duration of time that would prevent normal school attendance based upon certification of need by a licensed physician, nurse practitioner, or clinical psychologist. Any credits earned shall be considered a part of the student's regular school work and recorded as such on the cumulative record. During such period of instruction, the student shall be marked on the school register as present.

Correspondence Courses

Standard units of credit will be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher or a person eligible to hold a Virginia license, approved by the school board. Verified units

of credit may be earned when the student has passed the SOL test associated with the completed correspondence course. Contact your student's school counselor for more information.

Home School Instruction

Any parent/guardian of any student who will have reached their fifth birthday on or before September 30 of any school year, and who has not passed their eighteenth birthday, may choose to provide home instruction in lieu of school attendance if the parent: holds a high school diploma; or is a teacher of qualifications prescribed by the Board of Education; or provides a program of study or curriculum which may be delivered through a correspondence course or distance learning program or in any other manner; or provides evidence of ability to provide an adequate education for the child.

Any parent/guardian who elects to provide home instruction in lieu of school attendance shall annually notify the Superintendent or Designee no later than August 15 of the parent's intent to instruct the student and provide a description of the curriculum to be studied during the coming year and evidence of having met one of the criteria for providing home instruction. Any parent who moves into a school division or begins home instruction after the school year has begun shall notify the Superintendent or Designee of the parent's intent to provide home instruction and shall comply with the requirements of this policy within thirty days of such notice.

Home-instructed students who are seeking full-time re-enrollment in Spotsylvania County Public Schools will not be placed in a specific grade level class unless they can demonstrate mastery of all the prerequisite classes. It is the student's responsibility to provide evidence of mastery. Students may be required to take examinations in each grade or course for which they wish to establish placement and/or credit.

International Baccalaureate (IB)

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. Schools must be authorized by the IB organization to offer any of the programmes. The IB program is located at Spotsylvania High School.

Instructional Materials

Code of Virginia, 1950, as amended Section 22.1-238, 8 VAC 20-720-160. Parents may inspect, on request, any instructional material used as part of their student's curriculum.

Library Resources & Books

Code of Virginia: 8 VAC 20-131-190. Each school maintains a library media center and provides a unified program of media services and activities for students and teachers. The library media center contains print, digital, and electronic resources,

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materials, and equipment in order to meet research, inquiry, and reading requirements of the instructional program and general student interest.

Our libraries serve as resource hubs for our schools. We strive to ensure that our collections meet the learning needs and interests of all students. To provide a quality collection of resources, lost/damaged books must be replaced. Librarians will collect funds for lost/damaged books using the same process outlined for textbooks in this handbook. Students/Families are responsible for fines associated with lost or damaged books. Every effort will be made to work with families to repay a fine or replace resources.

Online Courses and Virtual School

Code of Virginia, 1950, as amended, Section 22.1-212.24, Section 22.1-212.25, Section 22.1-212.26, Section 22.1-212.27, Section 22.1-296.1, Section 22.1-296.2, Section 22.1-296.4. Information regarding online courses and programs that are available through the school division are posted on the division's website. The information includes the types of online courses and programs available to students through the division and the granting of high school credit.

Students enrolled in any online course or virtual program offered by the school division shall be enrolled in a public school in Virginia as provided in Virginia Code Section 22.1-3.1. A student who resides in the Spotsylvania County Public School division will not be charged tuition for enrolling in any online course or virtual program offered by the school division. There may be online opportunities offered to students that are available in addition to the regular school day, such as evening or summer online learning programs. Because these programs are supplemental, tuition may be charged. Families interested in pursuing supplemental, online coursework outside of Spotsylvania County Public Schools should consult with their child's school counselor prior to enrollment to ensure credit may be awarded for completed coursework.

Remedial Instruction

Code of Virginia, 1950, as amended, Sections 22.1-253.13:1 and 22.1-254.01, 8 VAC 20-131-120, 8 VAC 20-630-40. Any student who does not achieve a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for awarding of a verified unit of credit, shall be required to attend a remediation program or participate in another form of remediation. Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-

of-course test required for the awarding of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation.

Summer School

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate. Credit for repeated work will ordinarily be granted on the same basis as that for new work.

With prior approval of the principal, students may be allowed to enroll in repeat courses. For all situations, students must meet the requirements for SOL testing, if appropriate.

School Counseling Services

Code of Virginia, 1950, as amended, Sections 22.1-209, 8 VAC 20-620-10. The following counseling services are available to all students:

- Academic Counseling - assists students and their parents/guardian with acquiring knowledge of the curricula choices available, to plan a program of studies, interpret academic testing, and to seek post-secondary academic opportunities.
- Career Counseling - helps students acquire information to develop a plan of action for work, apprenticeships, and post-secondary educational and career opportunities.
- Personal / Social Counseling - helps students develop an understanding of themselves, understanding the rights and needs of others, learn how to resolve conflict, and to define individual goals that reflect their interests, abilities, and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and are not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their student's school in writing, not to have their student participate in personal/social counseling.

No student is required to participate in any counseling program to which the student's parents object. Parents are notified annually about the counseling programs which are available to their student and may review any audio-visual materials associated with school counseling programs by contacting their student's school.

Employment Counseling and Placement Services

Secondary students are offered employment counseling and placement services to provide information related to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession.

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Secondary Education

The Middle and High School Course Pathways (available online) describes available courses and programs to enable students and parents to make informed decisions on course selections. Course availability is subject to enrollment numbers.

Student Support Services

The Office of Student Support Services for Spotsylvania County Public Schools is fully committed to providing the student's family with disabilities special education services along a continuum of services that offer access to, and participation in, the activities of the school and community environments as appropriate to the age and educational needs of the student.

Services to students with disabilities are planned with long-term outcomes in mind. Annual goals and objectives consider development in the areas of curriculum and instruction, functional skills such as: independent functioning; social and emotional functioning; communication; and career skills. Teachers are committed to their role as an integral participant of the IEP team in working collaboratively with the student's families and other educational stakeholders. Spotsylvania County Public Schools complies with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Spotsylvania County Public Schools protects the rights of students with disabilities to be educated by teachers trained to provide access to the general curriculum, instruct adapted curriculum, utilize a variety of instructional strategies, and take advantage of supplementary materials appropriate for the student's individual educational program.

Spotsylvania County Public Schools provides students with disabilities a continuum of service options ranging from least to most restrictive:

- General education classes
- Inclusive/collaborative general education classes
- Pull-out/resource services
- Consultative/monitoring support
- Self-contained services
- Home based instructional services
- Early Childhood Special Education (ECSE-Preschool aged 2 - 5)

When appropriate, students may also receive services in private day and residential schools and in hospital settings.

Across the continuum of special education services, Spotsylvania County Public Schools serves students with one or more of the following identified disabilities:

- Autism
- Developmental Delays (ages 2-6)
- Emotional Disability
- Deaf and Hard of Hearing
- Learning Disability
- Intellectual Disabilities
- Multiple Disabilities

- Traumatic Brain Injury
- Orthopedic Impairments
- Speech and Language Impairment
- Other Health Impaired
- Blind or Visually Impaired
- Deaf-Blind

Related Services, such as Occupational Therapy, Physical Therapy, Music Therapy, Dance Therapy, and Speech and Language Therapy are available to allow a student to benefit from their individualized special education program.

Programs for Students with Disabilities

20 U.S.C. Section 1400 et. seq., 29 U.S.C. Section 701 et. seq., 40 U.S.C Section 12101 et. seq., Code of Virginia, 1950, as amended, Sections 22.1-213 and 22.1-215, 8 VAC 20-81-50, 8 VAC 20-81-80, 8 VAC 20-81-100, 8 VAC 20-81-110, 8 VAC 20-81-130, 8 VAC 20-81-170.

Spotsylvania County Public Schools provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of Spotsylvania, or who are not residents of Spotsylvania but are residents of Virginia, and who are enrolled in a full-time virtual school program provided by the Board. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled. An Individualized Education Program (IEP) is developed and maintained for each child with a disability served by Spotsylvania County Public Schools.

Explanation of Procedural Safeguards

A copy of the procedural safeguards available to the parent(s)/guardian(s) of a student with a disability is given to the parent(s). The procedural safeguards notice includes a full explanation of all the procedural safeguards available.

Child Find

Spotsylvania County Public Schools maintains an active and continuing child find program designed to identify, locate, and evaluate children residing in the division who are birth to 21, inclusive, who require special education and related services. The School Division provides all applicable procedural safeguards including written notice to the parents of the scheduled screening and, if the child fails the screening, the results of the screening, confidentiality, and maintenance of the student's scholastic record. Please contact your student's school for more information.

Substance Abuse Prevention Education

The following shall apply to the drug education prevention program in the Spotsylvania schools:

- Instruction in substance abuse shall be included in all health education classes in Grades 1-10.
- Grades 10-12 shall incorporate instruction on substance abuse which have appropriate contributions to make to the overall drug education program.

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- Health shall be emphasized throughout the entire curriculum, Grades 1-12, with one (1) objective: to predispose students to make intelligent decisions regarding their health.
- The substance abuse curriculum in health education classes shall follow the revised health education instructional guides of the Virginia Department of Education.

Technology Resources for Students

18 U.S.C. Sections 1460, 2256; 47 U.S.C. Section 254; Code of Virginia, 1950, as amended, Sections 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78. Spotsylvania County Public Schools provides technology and digital resources for use by faculty, students, and staff including, but not limited to, the school division's central computer system, desktop and laptop computers, peripherals, networks, software, data, labs, computer-related supplies, media retrieval and projection systems, telephone systems, photocopiers, access to the Internet, and any other instructional technology. Every student enrolling in SCPS will be given a G Suite for Education student email account to be used for instructional and educational purposes only. Should you wish your student not to receive a G Suite student email account, please submit a written request to your student's school. Students are expected to adhere to the SCPS Technology Use Guidelines at all times. A copy of this regulation can be found in the Appendices section of this booklet.

Title I/Reading Support (K-5)

Title I resources are allocated to schools based on free/reduced lunch percentages. Both Title I designated schools, and those that are not Title I, receive reading intervention support and have highly qualified reading specialists on staff. Intervention is provided based on need and determined by a variety of screening tools and assessments.

Standards of Learning (SOL) Tests

Code of Virginia, 1950 as amended, Sections 22.1-253.13:1, 22.1-253.13:3, and 22.1-253.13:4, 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-110. 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. Together they 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.

Spotsylvania County Public Schools has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education.

In third 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 may use the SOL test results as part of a set of multiple criteria for determining the

promotion or retention of students.

Legislation passed in the 2021 General Assembly (HB2027 and SB1357) requires the implementation of "through course" assessments in reading and mathematics in grades 3-8. These assessments will include a fall, winter, and spring assessment to measure growth.

The fall, winter, and spring reading and mathematics assessments will be based on the current grade level's content. The grades 3-8 reading and mathematics assessments administered to students in spring will be the normally occurring SOL CAT assessments.

Students in middle and high school take applicable end-of-course SOL tests if needed for verified credit or to meet ESSA requirements. 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 credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available.

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 assessments where necessary.

All students identified as English Learners (ELs) will participate in the SOL testing program. A school-based committee will make determinations regarding the participation level of EL students. In third through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, history, and social science. EL students who have attended school in the US for less than 12 months may receive a one-time exemption in grades 3-8 for the Reading SOL test.

Retaking SOL Assessments

Code of Virginia, 1950, as amended, Sections 22.1 253.13:1, 22.1-254(D), 8 VAC 20-131-30, 8 VAC 20-131-110. In grades 3 - 12, where the administration of Virginia Assessment Program tests (SOLS) is required by the Board of Education, each student is required to take the SOL test following instruction. All students, regardless of grade span, are allowed to retake a failing non-writing SOL under certain criteria. The criteria differs for secondary End-of-Course (EOC) tests and grades 3-8 tests.

End of Course SOLs Grades 9-12

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

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

1. need the test for verified credit; and
2. have passed the course associated with the test, and 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 and/or designee 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.

SOLs Grades 3-8

Local school divisions may offer expedited retakes of the SOL Reading, Mathematics, Science, and History tests to students grades 3-8 who meet the following criteria:

The student must:

1. have passed the course associated with the test; and
2. 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.

The “narrow margin” criteria shall be defined as a scaled score of 375 to 399. The division superintendent and/or designee will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for the purposes of establishing eligibility for an expedited retake of an SOL test.

In addition, the following conditions shall apply:

- If a school division elects to offer expedited retakes of SOL tests, parents of eligible students shall be notified: (a) of the opportunity to retake the test(s); (b) that a decision not to retake any or all of the test(s) will not impact the student’s grade or academic record; and (c) of the opt-in requirement.
- Prior to any additional testing, school divisions shall obtain, and thereafter maintain, documentation of affirmative parental consent and permission for their student to take an expedited retake.

ACCESS for English Learners

Students identified as English Learners will be assessed in English language proficiency— reading, writing, speaking, and listening - each year during the February/March time frame. The ACCESS for ELL 2.0 test is based on the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards.

Phonological Awareness and Literacy Screening (PALS) - K-3

PALS is the state-provided screening tool for Virginia’s Early Intervention Reading Initiative. The screener is administered to students in grades K - 3. Participating school divisions use PALS data to garner information about students’ early literacy skills. PALS data supports teachers in providing differentiated levels of supports for learners. Additional reading services may be provided for students qualifying for greater levels of reading support.

In order to gain information about students’ reading skills, a PALS administration schedule is in place for each grade.

Parents can obtain more information and suggestions for supporting children’s literacy growth at:

www.pals.virginia.edu. Please contact your student’s teacher or school’s reading specialist should you have questions.

Virginia Kindergarten Readiness Program (VKRP)

The VKRP is a statewide initiative focusing on understanding students’ readiness in social skills, self-regulation, mathematics, and literacy (via PALS). VKRP recognizes that students’ academic and social-emotional skills are equally important for long-term success. Results from VKRP help teachers and families understand and monitor students’ growth across the school year. Additional information can be obtained from www.vkrponline.org.

Adult/Parent Volunteers

Code of Virginia, 1950, as amended, Section 22.1-78, 8 VAC 20-131-20, 8 VAC 20-131-270. SCPS encourages and welcomes volunteers. Certain volunteers will be fingerprinted for a criminal background investigation. These volunteers include those who will have direct contact with students in athletics, mentoring, in providing health services, unpaid club sponsors, volunteers of PTOs/PTAs and band boosters who are responsible for large sums of money collected on behalf of the organization and school, unpaid intern assignments, and student teachers. Prior to participating in such activities, the volunteer will be required to disclose prior convictions of the law other than minor traffic violations or juvenile offenses and complete an authorization form. Contact the SCPS Human Resources Department for more information.

Aspire Mentoring Program

Aspire is a school-based mentoring program, which provides enriching experiences through reciprocal relationships and opportunities for personal and academic success. It provides a variety of developmental experiences for matched mentoring pairs and designated groups. Mentoring opportunities will vary according to the needs identified by participating schools. Contact your child’s school for more information.

Visiting the Schools

Code of Virginia, 1950, as amended, Sections 18.2-128; 18.2-415, 22.1-79. Visitors are welcome in the schools. All visitors

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shall be required to report to the main office or reception area of the school or School Division facility, provide valid government photo identification, state the purpose of their visit, and obtain and display a visitor identification badge. See Regulation KK-R (Visitor Badges) for additional Information. Conducive times to visit beyond the office should be arranged in advance.

Unauthorized Visitors

Potential visitors, including parents, who are registered sex offenders, should consult Policy KN: Sex Offender Registry Notification and Policy KNA: Violent Sex Offenders on School Property before arriving on school property or at school-sponsored activities. Unauthorized persons, including suspended students, will be requested to leave school grounds by the building administrator.

It is unlawful for any person to enter a school after hours without the consent of an authorized person except to attend an approved meeting or service. Persons violating this provision may be prosecuted.

School Events & Conferences

Parents are encouraged to visit the schools on scheduled days for conferences with teachers, assemblies, PTA meetings, and other school programs. Noncustodial parents shall not be denied, solely on the basis of their noncustodial status, the opportunity to participate in any of the student's school or day care activities in which such participation is supported or encouraged by the policies of the School Board.

Observation/Classroom Visitor

In order to protect confidentiality as well as preserve instructional quality, any time a parent would like to observe a classroom, a request must be made to the principal. After selecting an agreed upon time, an administrator will accompany the parent in the classroom for no more than a 30 minute observation.

The following regulations will govern the transportation of students by publicly owned and operated school buses. Every parent, student, teacher, and other person charged with responsibility for the safety of students shall become familiar with these regulations. Any violation of these regulations by a student shall be just cause for suspension from the school bus or from school. Any negligence in enforcement of these regulations by employees of the Spotsylvania County School Board shall be considered just cause for dismissal.

To ensure safe and efficient transportation of students, the following shall apply:

1. The number of pupils who may ride a school bus is determined by the total number who can be seated on the seat cushion facing forward, safely seated within the seating compartment, and shall not exceed the manufacturer's capacity. Pupils may not be permitted to stand, except under unforeseen temporary emergency conditions.
2. The bus driver is the only person who is permitted to open and close the entrance door.
3. Posters, stickers, and advertising material of any kind are prohibited in or on school buses.
4. No items may be carried on the bus that will restrict passageway to the entrance or emergency door. Large items such as class projects, musical instruments, or sports items that can not be safely held by the student must be transported by another means.
5. All students are under the jurisdiction of the driver while they are on a school bus. Drivers have the same authority as a teacher in the classroom.
6. All students are to get on the bus and take a seat (or assigned seat) and remain there until they reach their destination. Students are to refrain from reaching out of the bus windows at all times.
7. Misconduct, such as fighting, yelling, use of profanity, use of racial slurs or discriminatory language, or any conduct that is distracting to the driver, or jeopardizes the safety of others, will not be tolerated.
8. The possession and use of tobacco and vaping products, alcohol, or drugs is prohibited on the bus.
9. Consumption of food, candy, or drink, and the chewing of gum, is not permitted on the bus. Glass containers on the bus are prohibited.
10. No objects are to be thrown out of the windows of the bus.
11. Students are expected to be at the bus stop five minutes before the appointed time to avoid unnecessary delay in the bus schedule.
12. All students are expected to ride the assigned or designated bus that picks up at the stop nearest his or her home. Students are expected to ride back home in the afternoon on the assigned or designated bus that stops nearest his or her home. Students must have parent approval and permission from the school office to ride another bus or to get on or off at stops other than their designated one.
13. Any student found guilty of destroying any part of a school bus will be required to pay for the damage and will be disciplined by the school.
14. The possession of any object that can be perceived as a weapon is prohibited. Examples of prohibited items include

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knives, flammable items, toy weapons, razor blades, etc.

15. Electronic devices are not permitted to be used on school buses. Students may not use a cell phone or electronic device to video tape or record while riding.
16. Any student who does not abide by the rules stated above will be disciplined by the school administrator.

Riding a school bus is a privilege rather than a right. State law specifies that school boards may provide transportation for a regular student. Only students with certain handicapping conditions are provided transportation by law. Student conduct must be acceptable in order to qualify to receive this optional benefit.

School buses are the property of Spotsylvania County Public Schools. Only students and authorized individuals are permitted to board a school bus. Unauthorized individuals who choose to board a school bus without permission will be prosecuted.

All use of the Spotsylvania County Public School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication.

The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.



Spotsylvania County Public Schools CODE OF STUDENT CONDUCT

as of June 30, 2023



CODE OF STUDENT CONDUCT

A. GENERAL PROVISIONS

1. Positive Expectations of All Students.

As part of our Division's mission and strategic objectives, schools use a positive behavioral system. Positive behavioral interventions are interrelated with the Code of Student Conduct, both of which focus on ways to prevent violations of the student standards of conduct and create an environment that nurtures positive behavior.

2. Rights and Responsibilities of Students.

Student rights include but are not limited to:

- a. Attending school and receiving a free and appropriate public education.
- b. Expecting that school will be a safe and orderly place that is focused on providing equitable educational opportunities.
- c. Being respected and treated courteously and fairly by other students and school staff.
- d. Expressing ideas verbally and/or in writing in accordance with SCPS policies and procedures.
- e. Dressing in a way that expresses one's personality while following the SCPS dress code.
- f. Having appropriate opportunities to participate in school activities.
- g. Having access to relevant information concerning drug and alcohol abuse.
- h. Helping create a school environment that is free from bullying, intimidation, harassment, or discrimination.

Student responsibilities include but are not limited to:

- a. Attending school daily, regularly, and on time, performing to the best of one's ability, being prepared to learn, and taking advantage of educational opportunities.
- b. Being aware of all expectations regulating behavior and conducting oneself in accordance with these guidelines.
- c. Abiding by all laws of the Commonwealth of Virginia.
- d. Dressing appropriately in accordance with the SCPS dress code.
- e. Seeking information and services that can help address personal problems.
- f. Reporting and encouraging others to report any incidents of bullying, intimidation, harassment, or discrimination.
- g. Reporting and encouraging others to report anything that negatively impacts the safety of self or others.

3. Rights and Responsibilities of Parents/Guardians.

Parent/guardian rights include but are not limited to:

- a. Being actively involved in their child's education.
- b. Being treated courteously, fairly, and respectfully by all SCPS employees.
- c. Receiving information about the policies and procedures of the Spotsylvania County School Board that relate to your child's education.
- d. Receiving regular reports (written or oral) from school staff regarding your child's academic progress or behavior, including but not limited to: report cards, behavior progress reports, and conferences.
- e. Receiving information and prompt notification of inappropriate or disruptive behaviors by your child and any disciplinary actions taken by administrators or school staff.
- f. Receiving information about due process procedures for disciplinary matters concerning your child, including information on conferences and appeals.
- g. Receiving information from school staff about ways to improve your child's academic or behavioral progress.
- h. Receiving information about services for students with disabilities and English language learners, when applicable.
- i. Receiving communication through provided translators when appropriate.

Parent/guardian responsibilities include but are not limited to:

- a. Having your child regularly attend school on time and communicating to school staff reasons for absences and tardiness.
- b. Informing SCPS staff about any concerns and/or complaints in a respectful and timely manner.
- c. Working with school administrators and teachers to address any academic or behavioral problems your child may experience.
- d. Supporting Spotsylvania County Public Schools by communicating to your child about acceptable and expected school behavior.
- e. Becoming familiar with and complying with the policies of the Spotsylvania County School Board, administrative regulations, and the Code of Student Conduct.
- f. Providing and maintaining updated contact information to Spotsylvania County Public Schools and your child's individual school.
- g. Supporting student participation in offered academic support programs.
- h. Being respectful and courteous to staff, other parents/guardians, and students at all times.

4. Attendance.

All students age 5 to 18 shall attend school regularly as set forth in Section 22.1-254 of the Code of Virginia. See School Board Policies JEA (Compulsory Attendance Ages), JED, JED-F, and JED-R (Student Attendance), and this Handbook for more information. The Virginia Department of Education

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(VDOE) defines chronic absenteeism as a student missing 10% or more of their school year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year of 2 to 3 days per month.

5. Authority of School Officials Over Pupils.

a. In accordance with Section 22.1-78 of the Code of Virginia, the power of school authorities is not limited to violations occurring on school property during school hours. The school has authority over the conduct of students who are on their way to and returning home from school regardless of whether the student is using school bus transportation, private vehicle, or walking. While such authority does not alienate students from proper parental authority, students may be subject to discipline for violations of school regulations, which are detrimental to the interests of the school or adversely affect school discipline. The school also has authority over students who are participating in or are in attendance at a school-sponsored activity or school-related event.

b. In accordance with Section 22.1-277.2:1 of the Code of Virginia, any student who has been charged with certain criminal offenses may be placed in an alternative education program, even if the offense did not occur on school property or during school time. If such an offense did occur on school property, students are subject to disciplinary action, including suspension and expulsion, regardless of whether the student has been charged criminally.

c. In accordance with Section 22.1-277 of the Code of Virginia, students who are adjudicated delinquent or convicted of certain criminal offenses may be suspended, expelled, or placed in the alternative education program, even if the offense did not occur on school property or during school time.

d. Further, while the school division does not desire to infringe upon the individual rights of students, when certain off-campus conduct of students detrimentally affects other students, school personnel, and/or the educational process, such conduct may subject students to discipline. Specifically, conduct and speech that occurs off school property may expose students to disciplinary action if such conduct or speech creates a substantial disruption to the educational process or is detrimental to the welfare or safety of other students or school personnel.

6. Consistent Enforcement.

Consistent enforcement of rules and regulations by teachers and administrators is an essential component of an effective school discipline program. Communication among teachers and/or administrators plays an important role in consistent enforcement of rules and regulations. In the case of administrators, if more than one is involved in decisions regarding discipline, conferences should be held on a regular basis concerning how certain situations are being handled so as to establish and maintain consistency. In the case of teachers, using a specific plan of action agreed upon by the faculty and administration is essential. Exceptions to consistent enforcement of consequences for misbehavior occasionally need to be made. Exceptions to routine enforcement procedures, however, should be made on a consistent basis.

7. Communication of Code of Student Conduct to Parents and Students.

A copy of the Code of Student Conduct (or other appropriate documents that detail and explains the expectations and consequences identified in the Code) shall be made available to every parent and every student at the beginning of the school year or upon registration for those students who enroll thereafter. Signatures from a parent and from the student (grades 3-12) shall be required on an appropriate form which indicates receipt of a copy of the Code, the signee having read the Code, and the signee accepting the responsibility of abiding by the Code. The assistance of parents (or guardians) in this regard is required by Section 22.1-279.3 of the Code of Virginia (state law).

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8. Violent Criminal Conduct Involving Dangerous Weapons or Devices or Drug-Related Crimes.

This Code of Student Conduct provides that whenever a student engages in violent criminal conduct involving dangerous weapons or devices or drug-related crimes, action will be taken in accordance with Sections C & D.

9. Teacher Removal of Students From the Classroom.

School Board policy allows a teacher to remove or request the removal of a student from the classroom for disruptive behavior as detailed in Policy JFCA. This policy does not negate or replace the normal disciplinary referral process used by the schools to report violations of the Code of Student Conduct by teachers to the school administration and subsequent disciplinary action taken by the administrators.

10. Corporal Punishment.

Section 22.1-279.1 of the Code of Virginia prohibits corporal punishment as a means of disciplining students. School personnel, however, may use "reasonable and necessary force" to maintain order and control; to remove a student from a disturbance that threatens physical injury to persons or property; to prevent self-infliction of harm; or to defend oneself or to obtain possession of weapons, controlled substances, or drug paraphernalia.

PROCEDURES FOR ADMINISTERING STANDARDS OF CONDUCT

1. Span of Coverage.

- a. These procedures are not intended to eliminate the responsibility of a classroom teacher in managing minor classroom violations of discipline.
- b. The procedures as described in this section are intended to establish standards by which the principal or designee must address a non-minor violation of Student Standards of Conduct.
- c. A principal or designee shall be responsible for responding to a student violation when one or more of the following conditions are present:
 - i. the student violation of conduct has become too serious for the classroom teacher;
 - ii. the misconduct is a non-minor violation of the Student Standards of Conduct;
 - iii. the principal or designee desires to become involved in managing the student's violation of conduct;or
 - iv. the classroom teacher requests verbally or in writing that the principal or designee become involved.
- d. A principal or designee shall be responsible for conducting and/or supervising a thorough investigation of any alleged student violation involving (1) drug-related crimes or (2) violent criminal conduct so that the principal will be able to present a comprehensive report on such matter to any or all of the following: the law enforcement officers investigating the matter, the Commonwealth Attorney's Office, the Juvenile and Domestic Relations District Court, the Disciplinary Review Hearing Officer.

2. Investigative Stage.

In cases where a principal or designee shall be responsible for handling or investigating a student violation, the responsibilities of the principal or designee during the investigative stage are as follows:

- a. The principal or designee shall conduct an investigation of violations of school rules in order to establish relevant facts and circumstances of the violations considered to be appropriate. As a part of that

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investigation, alleged victims, alleged perpetrators, and witnesses may be interviewed. Witnesses of the alleged violation may be recommended by the student (alleged victim or alleged perpetrator) or parent.

b. In circumstances involving alleged crimes, law enforcement officials shall be permitted to question students under the authority of the school and in accordance with the current Memorandum of Understanding. A reasonable effort will be made to notify the student's parent/guardian unless the parent/guardian is a suspect or he/she would have an interest in impeding the criminal investigation, or such notice would violate Virginia State Law. Such notification may occur after the questioning of the student by the law enforcement official. Where appropriate, a school administrator, guidance counselor, or school nurse may sit in during the police interview with the student in accordance with Policy KNAJ. As a part of that investigation, witnesses may be interviewed by law enforcement officials.

c. Threat Assessment - In circumstances involving student threats, a threat assessment may be conducted by school officials. The purpose of a threat assessment is to assess the seriousness of the student's threat, to provide assistance to the student being assessed, to support victims or potential victims, and to take appropriate preventive or corrective measures to maintain a safe and secure school environment (Refer to EBB/EBB-R1).

d. Searches may be conducted when a school official has reasonable suspicion to believe, based on all circumstances known to the official, that a search will produce evidence to show a violation of law or school rules. A student's failure to permit an administrator's search and seizure either actively or passively, will be considered grounds for disciplinary action which may include a suspension from school (Level 4 Response). (Refer to Section F of this Code and Policy JFG.)

3. Adjudicative Stage.

In cases where a principal or designee shall be responsible for adjudicating a student violation, the responsibilities of the principal or designee during the adjudicative stage are as follows:

- a. A student alleged to have committed a violation of the Standards of Conduct shall be provided with an opportunity to present his or her version of what occurred.
- b. The principal or designee shall base his or her decision of the alleged violation on the evidence obtained during the investigation.
- c. The student and parent shall be informed of the principal's or designee's finding and decision of any disciplinary response imposed.

4. Types of Administrative Responses.

Administrative responses are designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses are grounded in a multi-tiered support approach. When a violation of Student Standards of Conduct (see paragraph C. Student Standards of Conduct below) has been substantiated, any one or more of the following types of disciplinary interventions, supports, and/or consequences may be utilized or recommended by the principal or designee, in the exercise of sound discretion. The Administrative Response Levels listed below offer school administrators guidance when determining the appropriate interventions, supports, and/or consequences for the student misconduct addressed in paragraph C below. The Administrative Response Levels represent the maximum consequence permitted for specific code violations; however, depending on the circumstances, administrators may, in addition, also provide intervention, support, or consequence from a lesser category.

5. Administrative Response Level 1

Level 1 behaviors are generally classroom teacher-managed behaviors and are intended to keep the student in class and school. Establishing positive relationships with students is the most important element of effective classroom management. Teacher responses for Level 1 behaviors should be positive, proactive, preventive, and instructional in nature to reinforce a variety of instructional and positive classroom management strategies prior to referring students for administrative intervention.

a. Examples of Classroom Teacher Responses to Level 1 Behaviors:

1. Restructure/revise classroom practices based on student needs.
2. Adjust the pacing of instruction to increase on-task behavior.
3. Actively observe/plan for ignoring low-level misbehavior.
4. Change student seating.
5. Provide immediate positive feedback when students engage in expected behavior.
6. Respond calmly, restating the desired behavior.
7. Use progress-monitoring tools (i.e. behavior chart, on-task monitoring form, reflection sheets, etc.)
8. Communicate and collaborate with parents/guardians and the student's school counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve.
9. Re-teach desired behavior.
10. Problem-solve the behavior during the teacher-student conference using active listening.
11. Establish and consistently implement corrective responses to student misbehavior (i.e. positive practice, community service, restitution, loss of time for a valued activity, in-class time-out, time-out in another class under adult supervisor, loss of privileges, etc.)

b. When Level 1 behaviors are referred to an administrator because the teacher responses have not been successful, the recommended responses are as follows:

Examples of Administrative Responses to Level 1 Behaviors:

1. Administrative Conference with Student and/or Warning.
2. Parental Conference: Principals, teachers, and counselors may meet with the parent. The purpose of the conference is to review the behavior, find solutions to the problem, and address academic, personal, and social issues that may have contributed to the behavior.
3. Intervention by a Mental Health Team Member: When available, school mental health team members may provide assessments, psycho-educational groups, mediation, teacher consultations, and educational strategies for parents or staff (school counselor, school psychologist, social worker, etc.).
4. Referral to a Community-Based Organization: Students may be referred to community agencies for a wide range of services including individual or group counseling, tutoring, conflict resolution or leadership development.

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5. Individual/Group Counseling: Counseling on a short-term basis that provides students with an outlet to share issues that may be negatively affecting their attendance, behavior, and/or academic success. Students discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges.
6. Mentoring Program (Check In Check Out for PBIS Schools): A mentoring program matches a student with a mentor who may be a counselor, teacher, and/or leader and serves as an adult role model. The purpose of this relationship is to foster personal, academic, and social development.
7. Safety Plan: Any building-created plan that maintains safety.
8. No Contact Contract: School-developed contract indicating that two parties (of equal power) may not engage in contact with one another.
9. Short-term Behavioral Progress Reports: Teachers and/or Principals may send behavioral progress reports to parents on a regular basis until they determine that the student's behavior has improved and the student is working successfully in the classroom.
10. Development of Individual Behavior Contract or Behavior Intervention Plan (BIP): Contracts and BIPs are used to address specific challenging behaviors. Both include expectations and are individualized based on student needs.
11. Referral to Student Support Team: Student Support Teams (SST) are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. If repeat meetings are necessary, parents should be included.
12. School Community Service (with parent consent): Students may be provided with school community service opportunities so that they gain a greater appreciation of their school community and develop skills to become positive social change agents. School community service can help students occupy their time with positive activities, avoid negative behavior and learn the value of service to others.
13. Middle School Alternative Positive Pathways Program (MSAPP): This program is an administrative reassignment for a nine-week grading period to an alternate academic setting for middle school students with documented behavioral and/or academic/attendance difficulties. The program provides students with the traditional middle school curriculum, as well as ongoing counseling and other supports, as appropriate.
14. Threat Assessment: School Division policy and procedures to address situations involving a threat of risk to self and/or others. Policies EBB and EBB-R1 describe procedures for assessing threats to others while School-Based Mental Health Team members have additional procedures to address risk to self only. (see also paragraph B.2.c)
15. Saturday School: A student may be offered the opportunity to attend school on school-selected Saturdays. The following are some, but not all, examples or reasons when Saturday School may be appropriate or beneficial: to receive additional academic instruction or support from school staff; to complete and resubmit late, incomplete, or unsatisfactory school work; and/or to receive instruction and support designed to improve or correct previous behaviors that interfere with or impede the student's academic success.
16. Restorative Practices: Schools may use restorative practices as part of building a positive climate within the school and assisting students to develop empathy and understand the consequences of their actions on others. A key principle of restorative practices is an understanding that every instance of wrongdoing or conflict is an opportunity for learning and that despite these negative behaviors, relationships can be restored and harm can be repaired. Examples of restorative practices are informal

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and formal restorative practice conferences and restorative justice circles.

17. Disciplinary Probation/Written Warning to Student: This is a written warning to the student and his parent or guardian stating that the student has been in violation of the Standards of Conduct and that any additional violations may result in further disciplinary action.

18. Tasks/Extra Duty Assigned by Administration: These tasks are extra duties to be performed for noncompliance with the Student Standards of Conduct.

19. Lunch Detention: A student may be required to spend the lunch period in an assigned area away from other students.

20. Detention: A student may be detained for a reasonable period of time before or after his or her classes and may be required during this time to engage in controlled and constructive activities. Parents of students who are assigned detention time shall be notified prior to the time to be detained so there is an opportunity to make transportation arrangements.

21. Restitution: A student or student's parent may be charged not only for breakage or destruction of school property but also for the loss or failure to return school property.

22. Loss of Driving/Parking Privileges: A student may lose the privilege of driving to school and/or parking a vehicle at school.

23. Suspension from Extracurricular Activities: Suspension from extracurricular activities and/or school-sponsored activities (e.g. prom, graduation, field trip, assembly) may be imposed for a specified period of time for violating the Standards of Conduct per School Board Policy IGDA [The parent or guardian is to be notified of the action taken by school officials.]

24. Suspension from Bus Transportation: Suspension from bus transportation is defined as the denial of school transportation for a specified period of time and may be imposed for transportation-related discipline problems or safety violations. [The parent or guardian is to be notified of the action taken by school officials.]

6. Administrative Response Level 2

Level 2 behaviors, while minor, may require administrative intervention/response. Administrative responses and interventions for Level 2 behaviors are designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and keep the student in school.

a. Any Level 1 Response

b. In-school Suspension: (ISS) may be a partial or full day, may be one (1) class or all classes

c. Vape Education Course: Students may be required to successfully complete this school-based course for a violation of Student Standard of Conduct C.28 Tobacco.

d. Tobacco Education Program: Students may be required to successfully complete this program for a violation of Student Standard of Conduct C.28 Tobacco.

7. Administrative Response Level 3

Level 3 behaviors require administrative intervention/response. Depending upon the severity, chronic nature of the behavior, and safety, Level 3 behaviors may result in the student's short-term removal from school.

a. Any Level 1 or Level 2 Response

b. Suspension from School (OSS); 1-5 school days, with mandatory Student/Parent conference. During such a suspension, the student is not permitted on any school grounds or allowed to participate in any school activities.

Note: In accordance with Section 22.1-277 of the Code of Virginia, no student in preschool through grade three shall be suspended for more than three (3) school days or expelled from attendance at school unless:

- (i) the offense involves physical harm or credible threat of physical harm to others or
- (ii) the School Board or the superintendent or his designee finds that aggravating circumstances exist (See also paragraph E.3)

c. Community-based Counseling. The principal or designee may recommend to the parent/guardian community-based counseling at the parent/guardian's expense.

d. Administrators may recommend any of the following Office On Youth (OOY) counseling sessions for students as a response to behavior violations of the Code of Student Conduct. These require Administrator recommendation, parent agreement to participate, and approval from the Director of Safety.

- Anger Management: Grades 6-12. Consists of 6 sessions, and each session is 1.5 hours long. Sessions include the use of Evidence-based Practices that support the student in identifying triggers, and cues, and developing a sustainable plan to manage anger that reduces aggression at school.
- Restorative Justice Group: Grades 6-12. Consists of 6 sessions, and each session is 1.5 hours long. Sessions include the use of Evidence-based Practices and components of Balanced and Restorative Justice (BARJ) to support the student in accountability for actions, understanding the impact on others, develop empathy for the victim(s) while creating an action plan to implement set goals and positive engagement in one's community.
- Substance Abuse Avoidance Group Education: Grades 6-12. Consists of 6 sessions, and each session is 1.5 hours long. This is a Group of Education Programs focusing on the effects of substance use on the brain, coping strategies, building resiliency, and introduction to the cycle of addiction and motivation for change.
- Vaping Intervention Group: Grades 5-12. Consists of 5 sessions, each 1.5 hours long. Incorporates Evidence-based Practices to encourage critical thinking skills, while presenting vaping prevention and intervention education materials and activities.
- VOISE Workshop: Grades 6-12. Consists of 2 sessions, each 2 hours long. Focus on emotional intelligence (EI) which consists of some self-awareness, self-regulation, empathy, social skills, and in some EI models, motivation.

e. Referral to Counseling Services for Bias-Based Bullying, Intimidation, or Harassment: When a student or group of students engage in bias-based bullying, intimidation, or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution are appropriate interventions for bias-based bullying, intimidation, or harassment.

8. Administrative Response Level 4

Level 4 responses are for serious violations of the Student Standards of Conduct and/or those behaviors that pose a threat to the safety of students and staff. These responses are also appropriate for students whose behaviors have not been successfully addressed through the documented implementation of tiered systems of support, including the responses in the previous three levels.

a. Any Level 1, Level 2, or Level 3 Response

b. Suspension from School (OSS); 6-10 school days, with mandatory Student/Parent Conference. During such a suspension, the student is not permitted on any school grounds or allowed to participate in any school activities.

Note: In accordance with Section 22.1-277 of the Code of Virginia, no student in preschool through grade three shall be suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the superintendent or his designee finds that aggravating circumstances (as defined in B.9.e below) exist. (See also 22.1-277.07 and 22.1-277.08 for other exceptions to this restriction.)

c. Level 4 behaviors may result in the Principal's request for a Disciplinary Hearing to be conducted by the Superintendent's Disciplinary Review Hearing Officer for consideration of additional disciplinary consequences such as Assignment to an Alternative Education Program, a Long-Term Suspension, or an Expulsion.

9. Administrative Response Level 5

Level 5 responses are for those behaviors that pose a serious or imminent threat to the safety of students and staff or are required by law (i.e. certain weapon and drug violations). These behaviors require a suspension from School (OSS) of ten (10) school days to be imposed by the Principal/ Principal's designee and a referral to the Superintendent's Disciplinary Review Hearing Officer for consideration of additional disciplinary consequences such as Assignment to an Alternative Education Program, a Long-Term Suspension, or an Expulsion.

a. Any Level 1, Level 2, Level 3, or Level 4 Response

b. Suspension from School (OSS) for ten (10) school days.

c. Level 5 behaviors shall result in the Principal's referral to the Superintendent's Disciplinary Review Hearing Officer for consideration of additional disciplinary consequences such as Assignment to an Alternative Education Program, Long-Term Suspension, Expulsion, or Exclusion.

d. Assignment to an Alternative Educational Program (Superintendent or designee only) pursuant to 22.1-277.2:1. As the result of a Long-term Reassignment Hearing, a student may be removed from the school and required to attend classes in an alternative setting designed specifically for students with behavioral difficulties.

e. Long-Term Suspension (Superintendent or designee only). A student is not permitted to attend school for 11 to 45 school days.

NOTE: In accordance with Section 22.1-277.05 of the Code of Virginia, a long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if

(i) the offense is one described in 22.1-277.07 (possession of a firearm) or 22.1-277.08 (possession of certain drugs) or involves serious bodily injury or

(ii) the School Board or the superintendent or his designee finds that aggravating circumstances exist. The student's disciplinary history shall be considered in determining whether aggravating circumstances exist.

Aggravating circumstances shall mean

(i) that a student engaged in misconduct that caused serious harm (including but not limited to: physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or

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(ii) that a student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or

(iii) that a student engaged in a serious offense that is:

- a. Persistent (repeated similar behaviors are documented on the student's disciplinary record), and
- b. Unresponsive to targeted interventions as documented through an established intervention process.

f. Expulsion (Superintendent or designee only). In a case involving violations pertaining to drug-related crimes (see C.9) and/or violent criminal conduct involving dangerous weapons or devices (see C.31), a principal shall recommend that the School Board expel that student from Spotsylvania County Schools for a period of not less than one year (365 calendar days). Furthermore, in cases of serious, gross, or continued misconduct, a principal may recommend that the School Board expel a student from the Spotsylvania County Public Schools. The principal's recommendation for expulsion shall be referred to the Superintendent or his designee for additional disciplinary consequences who shall inform the parent/guardian of the right to a hearing before the Superintendent/designee regarding the expulsion recommendation. See policy JFC-R for additional information. An expelled student is not permitted to attend school within the school division and is ineligible for readmission for 365 days as imposed by the School Board or a committee thereof, as provided in School Board policy.

g. Exclusion (Superintendent or designee only). A student who has been expelled or has been placed on a long-term suspension of more than thirty (30) calendar days by another School Board or private school, either in Virginia or another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded or denied school admission. (See JFC-R and JEC)

h. Community-based Counseling (Superintendent or designee only). A student, who has been the subject of a long-term suspension or expulsion for incidents involving drug or alcohol involvement, anger management, chronic negative peer and staff relationships, etc., may be requested to successfully complete programs/counseling designed to assist the student to improve such behaviors. Such programs/counseling will be provided for by the Superintendent or Superintendent's designee at the parent/student's expense. The superintendent or designee may also require the student to complete one or more drug screenings. Such drug screening(s) will be at the parent/student's expense.

10. Appeal Stage

a. Discipline Imposed by Principal or Principal's Designee:

i. Appeals of discipline imposed by the principal's designee must be presented to the principal by the parent or guardian in writing within two (2) school days of the notification to the parent or guardian by the school official of the disciplinary action. The principal may allow the student to attend school while the appeal is being considered. Should the student be placed back in school during the appeal process, the student will not be entitled to attend or participate in athletic events and extra-curricular activities until such time as the matter is concluded. The principal's decision will be provided to the parent in writing and is final except in a case involving a suspension from school (out-of-school). If the principal imposed the discipline, that decision is final except in a case involving a suspension from school (out-of-school),

ii. For out-of-school suspensions of ten (10) days or less imposed by the principal or upheld by the principal after an appeal of the designee's decision under B.10.a.i. above, the parent may appeal to the Superintendent or Superintendent's designee in writing within two (2) school days of receipt of notification of the appeal decision by the principal. The superintendent or superintendent's designee will then review the record of the action taken by the principal or principal's designee and will provide a written decision either confirming the action of the principal or principal's designee or imposing a different punishment based on an examination of the record of the pupil's behavior. The decision of the superintendent or

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designee is final for out-of-school suspensions of ten (10) days or less. The suspension shall remain in place during this review process.

iii. For suspensions in which the student is suspended from school for ten (10) days and recommended by the principal or principal's designee to the Superintendent or his designee for additional disciplinary consequences, the parent or guardian may appeal the principal's or principal's designee's action to the superintendent or designee. The Superintendent or designee will serve as the first level of appeal and he will consider that appeal during a Long-Term Suspension/Expulsion Hearing. Should the parent/guardian fail to make a timely request for a hearing, the Superintendent or designee will act on the principal's or principal's designee's recommendation without a hearing. See JFC-R for additional information.

b. Discipline Imposed by the Superintendent/Superintendent's Designee

The Superintendent or his designee shall provide written notification of any disciplinary decision made pursuant to the principal's recommendation addressed in paragraph B.10.a.iii above to the parent or guardian. Should the discipline involve a long-term suspension [greater than ten (10) school days] or expulsion, the parent has the right to appeal the action of the Superintendent or designee to the School Board Disciplinary Committee. Such appeal must be made in writing within five (5) calendar days of written notification of the superintendent's decision. See policies JGD, JFC-R, and JGDA for additional information. Should the decision not involve a long-term suspension or expulsion but a reassignment to an alternative education program of more than ten (10) school days, the parent has the right to appeal the action of the Superintendent or designee as set forth in Section E.8 of the Code of Student Conduct. During the appeal, the decision of the Superintendent or Superintendent's designee shall remain in effect until altered by the Disciplinary Review Committee or School Board.

C. STUDENT STANDARDS OF CONDUCT

It shall be the responsibility of all students to uphold and maintain specific standards of conduct. It is through these standards that clearly identified responsibilities have been established for Spotsylvania County students. These standards, as well as any standards established by schools, are in effect at any time that students are on school property, on the way to and from school, at school-sponsored events, or while under the supervision of school authority, laws, or rules and regulations of the School Board of an individual school. Students are placed on their own to adhere to these standards with an understanding that any violation is subject to corrective action. A student who acts as an accessory or accomplice to another in violation of any provision of the Code of Student Conduct will be subject to the same disciplinary response as the student who is guilty of the violation.

Definition of Possession: Possession, as it relates to drugs, weapons, or other items prohibited by policy or school rules is defined as on one's person, within a personal item owned or possessed by a student (e.g. purse, backpack, etc.), in one's locker, or in a vehicle the student drove (or rode in) to or from school or to or from a school-sponsored activity. In addition, lockers are school property and students are not permitted to hide objects or materials that are prohibited by law or school rules. The term possession, as it relates to alcohol or drugs, also includes having ingested such alcohol or drug or being under the influence of such alcohol or drug.

In accordance with guidance from the Virginia Department of Education, the Standards of Student Conduct are organized into categories of behavior descriptors as listed below:

Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students.

Category B: Behaviors related to School Operations (BSO) that interfere with the daily operation of school procedures.

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Category C: Relationship Behaviors (RB) that create a negative relationship between two or more members of the school community (no physical harm is done).

Category D: Behaviors of a Safety Concern (BSC) that create unsafe conditions for students, staff, and/or visitors to the school.

Category E: Behaviors that Endanger Self or Others (BESO). These behaviors endanger the health, safety, or welfare of either the student or others in the school community.

Conduct violating Standards of Conduct for Students and the type or types of administrative responses which shall be imposed are listed below. The Categories of Student Behavior Descriptors are followed by the Levels of Administrative Responses that differentiate between elementary schools (ES) and secondary schools (SS). It should be noted that the principal or his/her designee or the superintendent or his/her designee may impose more severe disciplinary consequences for repeated violations of the same standard of conduct, for violations of multiple standards of conduct during the same incident, or for a violation or violations that are considered to warrant such action in accordance with paragraph D.2 and E.6. Please note, in some incidents, a victim count and/or notification to law enforcement (Virginia Code Section 22.1-279.3:1) is required.

1. ALCOHOL – The possession, distribution, sale, and/or use.

a. BSC1: Alcohol – Possessing, using, or being under the influence of alcohol.

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.

b. BSC2: Alcohol – Distributing alcohol to other students

ES – Administrative Response Level 2, 3, 4

SS – Administrative Response Level 2, 3, 4

**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.

2. ASSAULT/BATTERY – Physically assaulting, injuring, or battering any person. Mutual participation in a fight that intentionally causes bodily harm is also included.

Definition of Assault/Battery: An assault is a willful attempt or threat to inflict injury upon another person, coupled with an apparent ability to do so, which causes the victim to fear immediate bodily harm. An assault may be committed without actually touching or harming the victim. A battery is an actual, intentional physical contact without the victim's permission.

a. BESO1: Assault – Intending to cause physical injury to another person

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 2, 3, 4

*Victim Count Required

b. BESO2: Assault and Battery – Causing physical injury to another person

ES – Administrative Response Level 3, 4, 5

SS – Administrative Response Level 3, 4, 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions:

Administrators should consider the severity of the injury, the intention of the action (impulse, planned, victim selection), and/or the developmental capacity of the student to understand the impact of the behavior. If the injury is severe, the assault was planned, and/or the student understood the potential for harm, a report should be made. If any one of these three elements is present, a report is recommended.

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c. BESO4: Striking Staff – The use of force against a staff member when no injury is caused

ES – Administrative Response Level 1, 2, 3, 4

SS – Administrative Response Level 3, 4, 5

*Victim Count Required

**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.

d. PD9: Malicious Wounding without a Weapon

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

Assault/Battery with the use of a firearm or other weapon, Assault/Battery that results in bodily injury, or Assault/Battery on school personnel will result in a ten (10) day out-of-school suspension and referral to the Disciplinary Review Hearing Officer for additional disciplinary consequences such as a long-term suspension or expulsion.

ES/SS – Administrative Response Level 5

3. ATTENDANCE – Tardy to class, tardy to school, cutting class, and/or leaving the school building or campus during the day without the authorization of school personnel.

NOTE: ISS or OSS cannot be imposed for attendance violations.

a. BAP4: Unexcused tardiness to class

ES – Administrative Response Level 1

SS – Administrative Response Level 1, 2

b. BAP5: Unexcused tardiness to school

ES – Administrative Response Level 1

SS – Administrative Response Level 1, 2

c. BSO15: Student is not going to class as assigned

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

d. BSC24: Leaving school grounds without permission

ES – Administrative Response Level 1

SS – Administrative Response Level 1, 2

4. BULLYING/HARASSMENT – students, either individually or as part of a group, shall not harass or bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Bullying is defined as any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.

a. RB1: Bullying with no physical injury

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

*Victim Count Required

b. RB2: Cyberbullying

ES – Administrative Response Level 2, 3

SS – Administrative Response Level 2, 3

*Victim Count Required

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c. BSC6: Bullying behavior without physical injury that continues after the intervention. Bullying that leads to physical injury should be classified as Assault and Battery

ES – Administrative Response Level 3, 4

SS – Administrative Response Level 2, 3, 4

*Victim Count Required

d. BSC7: Cyberbullying that continues after the intervention. Cyberbullying that relates to a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.

ES – Administrative Response Level 3, 4, 5

SS – Administrative Response Level 3, 4, 5

*Victim Count Required

e. BSC8: Harassment – Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment

ES – Administrative Response Level 2, 3, 4

SS – Administrative Response Level 3, 4

*Victim Count Required

NOTE: In accordance with Section 22.1-279.6 of the Code of Virginia, the principal or his/her designee is required to notify the parent of any student involved in an alleged incident of bullying (perpetrator or victim) of the status of any investigation within 24 hours of learning of the allegation of bullying.

5. BUS VIOLATION – Interfering with the orderly transportation of pupils on a school bus. [The following list contains some but not all examples: sticking heads and arms out of windows, throwing items from windows, throwing items within the bus, distracting the bus driver, etc. Refer to School Board policies JFCC and EEACC.]

a. BSC9: Bus – Distracting the bus driver

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

b. BSC10: Bus – Endangering the safety of others on the bus

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

6. CRIMES IN THE COMMUNITY – a crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the Superintendent of the school division pursuant to 22.1-277.2:1 of the Code of Virginia. The School Board may place students in an alternative education program.

a. BESO18: A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to 16.1-260(G). If the student has been charged with an offense involving intentional injury enumerated in subsection G of Section 16.1-260, to another student in the same school, a 10-day out-of-school suspension may be implemented.

7. DISHONESTY – Cheating on school work; lying to school personnel concerning school-related matters; including plagiarism.

a. BAP3: Scholastic dishonesty (such as cheating, plagiarism)

ES – Administrative Response Level 1

SS – Administrative Response Level 1, 2

b. BSO1: Altering an official document or record

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ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

c. BSO2: Giving false information, misrepresentation

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

8. DISRUPTIVE BEHAVIOR – Unwillingness to submit to authority or refusal to respond to a reasonable request. Any behavior that disrupts the orderly learning environment.

a. BAP1: Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of the seat, possessing items that distract)

ES – Administrative Response Level 1

SS – Administrative Response Level 1, 2

b. BAP2: Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)

ES – Administrative Response Level 1

SS – Administrative Response Level 1, 2

c. BSO3: Refusal to comply with requests of staff in a way that interferes with the operation of school

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

NOTE: A student's failure to permit a search by either passive or active resistance, when an administrator has reasonable suspicion of a violation of the Code of Student Conduct, will result in a Level 4 response.

d. BSO5: Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

e. BSO7: Dress Code Violation – Dressing in a manner that is distracting to other students or that interferes with the orderly process of instruction. [The following list contains some, but not all examples: halters, tank or tube tops, bare midriffs, clothing with offensive or sexually suggestive wording or pictures, ski masks, etc.] Student appearance should not be disrespectful, indecent, dangerous to the health and welfare of students or disruptive to the school environment. Students will not be allowed to wear inappropriate clothing, jewelry, or other apparel or have personal belongings that advocate violence, alcohol, tobacco, and other drug use and/or distribution; represent gang activity and/or membership; use obscenities; reflect adversely on persons due to race, gender, creed, or intellectual abilities; contain inappropriate or explicit material. Students must wear shoes, shirts or top garments, or pants or bottom garments at all times. School administrators have the authority to make rules regarding appropriate school attire, as well as the wearing of hats/hoods, coats, flip-flops, slippers, and carrying of backpacks and bookbags within the building.

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

f. BSO8: Gambling (games of chance for money or profit)

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

g. BSO9: Possessing items that are inappropriate for school (examples include toys, literature, electronics)

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

h. BSO16: Student is in an unauthorized area of the campus (this behavior cannot be related to school or class attendance/nonattendance)

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

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- i. RB3: Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- j. RB6: Speaking to another in an uncivil, discourteous manner
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2
- k. RB7: Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- l. RB8a: Using profane or vulgar language or gestures toward staff (swearing, cursing, hate speech, or gestures)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- m. RB8b: Using profane or vulgar language or gestures toward student(s) or other(s) (swearing, cursing, hate speech, or gestures)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- n. RB9: Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
*Victim Count Required
- o. RB10: Failure to respond to questions or requests by staff
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- p. RB11: Unwanted or inappropriate physical contact
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- q. BSC13: Engaging in reckless behavior that creates a risk or injury to self or others
ES – Administrative response Level 1, 2, 3
SS – Administrative Response Level 1, 2, 3
- r. BSC16: Throwing an object that has the potential to cause a disturbance, injury, or property damage
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
- s. BSC17: Shoving, pushing, striking, biting another student with no visible injury
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 1, 2, 3

9. DRUGS – The sale, gift, distribution, use, purchase, or possession; or possession with intent to sell, give, or distribute; or attempting to sell, give, distribute, or purchase a controlled substance, imitation controlled substance, marijuana, anabolic steroids, or other illegal drugs, while on school property, on any school bus, at the bus stop, or while engaged in or attending any school activity or school-sponsored event. Offenses pertaining to a controlled substance, imitation controlled substance, or marijuana as defined in Sections 18.2-247 or 18.2-248.1:1, shall be referred to herein as “drug-related crimes”.

Definition of Drugs: The Code of Virginia lists numerous drugs as “controlled substances” (listed by schedule) and any drug from that list would constitute a controlled substance under the above policy. Many of these drugs are available by prescription (Schedule II-V) but are not lawful without a prescription. Spotsylvania County Public Schools has a medication policy C.18 that must be followed for a student to have a prescription drug at school. An “imitation controlled substance” (placebos) shall mean a substance

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in any form whatsoever or other item that is not a controlled substance, but which by overall dosage, unit appearance, packaging, or representation made, leads a reasonable person to believe that it is a controlled substance.

a. BESO5: Drugs – Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications
ES – Administrative Response Level 3, 4, 5
SS – Administrative Response Level 3, 4, 5
** Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 unless alcohol or less than 1 ounce of marijuana

b. BESO6: Drugs – Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications
ES – Administrative Response Level 3, 4, 5
SS – Administrative Response Level 4, 5

c. BESO7: Drugs – Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications
ES – Administrative Response Level 3, 4, 5
SS – Administrative Response Level 4, 5

d. PD16: Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell
ES/SS – Administrative Response Level 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

NOTE: Marijuana possession without intent to distribute of one ounce or less shall result in a 10-day suspension from school to be imposed by the principal or principal's designee, but does not require a referral to the Disciplinary Review Hearing Officer for additional disciplinary consequences and will not be reported to law enforcement.

In all incidents involving a violation of this Standard of Conduct (C.9), Substance Abuse Counseling, or some other appropriate counseling, should be provided to the student for additional support and education

10. DRUG PARAPHERNALIA – The possession of drug paraphernalia.

BSC3: Drugs – Possessing drug paraphernalia

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

11. ELECTRONIC DEVICES – Using or having a cellular telephone, smartwatch, (or similar communications device), or tablet (or similar device) which has been turned on upon entering school property for the purpose of attending school until departing school grounds following the end of the regular school day. Such devices may not be visibly displayed or activated during these times except as specifically authorized by the principal. If the principal authorizes the activation of these devices, he or she also has the authority to make rules restricting the use of these devices for class work or other school-related assignments. They may be confiscated and held for later return to a parent or guardian. The school does not assume any liability or responsibility for theft or damage to such devices.

a. BSO13: Violation of school board policy regarding the possession or use of portable communication devices

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

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The use of a cell phone or other video recording device by a student(s) for the purpose of recording a fight, assault, or other violation of the Standards of Conduct may result in suspension from school.

ES/SS – Administrative Response Level 3

12. FALSE ALARM – Making a bomb threat, activating a manual or automatic fire alarm, or setting off any smoke bomb or chemical bomb capable of producing smoke.

a. BSC11: Fire alarm – Falsely activating a fire or other disaster alarm

ES – Administrative Response Level 2, 3

SS – Administrative Response Level 2, 3

b. BESO17: Bomb threat – Making a bomb threat

ES – Administrative Response Level 1, 2, 3, 4

SS – Administrative Response Level 4, 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions:

Report is required for students over the age of 15. A report is optional if the student is under the age of 15.

13. FIGHTING – Mutual participation in a fight between students involving physical violence, with no injury or minor injury. (Minor injuries may include, but are not limited to the following: scrape on knee, elbow, hand, or minor bruising.) [If it can be determined that one student was the aggressor and that another student was acting solely in the defense of self or others from immediate and otherwise unavoidable physical injury, it would be permissible to punish only the aggressor. Otherwise, students will be punished for engaging in violent conduct. Accordingly, it is necessary for any student to immediately retreat, if possible, from any use of threat or force].

a. BSC14: Fighting that results in no injury as determined by the school administration

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

b. BESO3: Fighting – The use of physical violence between students or on another person where there is minor injury as determined by the school administration

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

14. FIRE – Unlawfully and intentionally damaging or attempting to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trashcan fires are included in this category if they are contributing factors to a damaging fire.

BESO9: Fire – Attempting to set, aiding in setting, or setting a fire

ES – Administrative Response Level 2, 3, 4

SS – Administrative Response Level 3, 4, 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

15. FIRE RELATED

BSC12: Possessing items that could be used to set or cause a fire or produce large amounts of smoke

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

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16. GANG ACTIVITIES – Engaging in any gang activities on school grounds or at school-sponsored events including any group activity that threatens, is illegal, and/or violent, or portends the development of gang activity, which may include inappropriate congregating, bullying, harassment, wearing gang-related clothing, symbols, or jewelry (see JFCE).

a. BESO10: Gang-related behavior engaging in threatening or dangerous behavior that is gang-related as defined in Section 18.2-46.1

ES – Administrative Response Level 1, 2, 3, 4

SS – Administrative Response Level 3, 4, 5

b. RB8g: Using profane or vulgar language or gestures (gang signs)

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

17. HAZING – Students shall not recklessly or intentionally endanger the health or safety of a student or students or inflict bodily harm on another student in connection with or for the purpose of initiation; admission into or affiliation with, or as a condition for continued membership in a club, team, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the activity. According to Section 18.2-56 of the Code of Virginia, a conviction for violating the state law on hazing is a Class 1 misdemeanor that carries confinement in jail for not more than 12 months and a fine of not more than \$2,500, either or both.

BESO11: Hazing as defined in Section 18.2-56 and noted in Section 22.1-279.6

SS – Administrative Response Level 5

*Victim Count Required

18. INCITING OR CAUSING A SUBSTANTIAL DISTURBANCE – Unlawful use of force or violence that seriously jeopardizes public safety, peace, or order. Three or more people acting together can be considered as inciting a riot.

a. BSC15: Inciting or causing a substantial disturbance to the operation of the school or the safety of staff and/or students

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 2, 3, 4, 5

19. KIDNAPPING/ABDUCTION – The taking of a person from one place to another against their will or the confinement of a person to a controlled space.

PD8: Kidnapping/Abduction

ES – Administrative Response Level 5

SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

20. MEDICATIONS – The sale, gift, distribution, use, purchase, or possession of medications (over-the-counter, prescription, or non-prescription) on school grounds. No student may have in his/her possession any medication (prescription or non-prescription) even if recommended or prescribed for the student's use. All such items shall be delivered to the principal or school nurse by the parent/guardian of the student along with the Medication Request Form. No medication will be administered except that authorized by a licensed physician or nurse practitioner and requested by written permission on a form available at each school (referred to as the Medication Request Form). The sale, gift, distribution, use, purchase, or possession of controlled substances, whether prescribed or not, is addressed previously

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in paragraph C.9 and the disciplinary consequences for medications that are controlled substances fall under C.9 and not this section.

“Medication” shall mean any drug or other substance used in treating diseases, healing, or relieving pain, including all over-the-counter drugs such as aspirin, cough syrups, cough drops, gargles, caffeine pills, and the like. The only medication that students are allowed to possess and self-administer applies to asthma inhalers, auto-injectable epinephrine, injectable glucagon, and Diastat. To possess these items and self-administer, the student must provide written notification from the student’s primary care provider, medical specialist, or a licensed physician or licensed nurse practitioner that (1) identifies the student; (2) states that the student has a diagnosis of asthma or anaphylaxis and has approval to self-administer medications that have been prescribed or authorized for the student; (3) specifies the name, dosage, and circumstances which may warrant the use of the medications; and (4) attests to the student’s demonstrated ability to safely and effectively self-administer the medications. The permission granted to a student with a diagnosis of asthma or anaphylaxis to possess and self-administer medication shall be renewed annually (see JHCD).

a. BSC4: Drugs – Violating School Board non-prescription (Over-the-Counter) medication policy or look-alike drug policy

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

21. ROBBERY – Taking or attempting to take anything of value owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.

a. PD7: Actual or Attempted Robbery

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

22. SEXUAL ASSAULT/BATTERY – Sexual contact with another person without that person’s consent or who is unable to give consent; sexual abuse; attempted or threatened sexual abuse; and attempted or actual sexual penetration without consent, lewd behavior, or indecent exposure

a. BSC18: Exposing body parts, lewd or indecent public behavior

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3, 4

*Victim Count Required

b. BSC19: Physical contact of a sexual nature – patting body parts, pinching, tugging clothing

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3, 4

*Victim Count Required

c. PD3: Sexual Assault

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

d. PD4: Attempted Sexual Assault

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

e. PD10: Aggravated Sexual Battery on a Student

ES/SS – Administrative Response Level 5

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*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

23. SEXUAL MISCONDUCT/HARASSMENT – Engaging in any form of sexual misconduct or sexual harassment (to include electronic communication, any sexual advances, requests for sexual favors, or other verbal conduct of a sexual nature including, but not limited to: inappropriate comments, expressions, or gestures). Any student who believes that he or she is a victim of sexual harassment should report such conduct immediately to the building principal or assistant principal. This report can be oral or in writing. If that is not possible, the report should be made to the Superintendent’s designee whose office is in the School Administrative Building at 8020 River Stone Drive, Fredericksburg, Virginia 22407 (540-834-2500). (See Policy JFHA for more information.)

RB4: Saying or writing, either directly or through electronic communication, sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2, 3

24. STALKING

BSC21: Stalking as described in the Virginia Code Section 18.2-60.3

ES – Administrative Response Level 3, 4, 5

SS – Administrative Response Level 4, 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

25. TECHNOLOGY MISUSE – Using the computer or other technology resources of the school improperly, including but not limited to causing damage to equipment, causing loss of or alteration to programs or data, unauthorized or inappropriate use of equipment, and making illegal or unauthorized copies of data or programs. Students may not copy any text or graphics from the school websites nor include that text or graphics in their own home pages due to copyright regulations.

a. BSO11: Unauthorized use of school electronic or other equipment

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

b. BSO12: Violation of the Acceptable Use of Technology/Internet Policy

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 1, 2

26. THEFT – possessing, taking, or attempting to take another’s property under duress or by any other nonviolent but unlawful means.

a. BSO10: Possession of stolen items

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 2, 3

*Victim Count Required

b. RB5: Stealing money or property without physical force

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 2, 3

*Victim Count Required

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c. BSC22: Stealing money or property using physical force (no weapon involved)

ES – Administrative Response Level 1, 2

SS – Administrative Response Level 3, 4

*Victim Count Required

27. THREATS – Making, communicating, or encouraging others to make verbal, written, electronic, or physical threats of bodily injury or use of force against school personnel or other students, including using electronic technology or communication devices such as the Internet or cell phones to intimidate or threaten.

a. BESO12: Threatening, intimidating, or instigating violence, injury, or harm to a staff member or members

ES – Administrative Response Level 1, 2, 3, 4

SS – Administrative Response Level 2, 3, 4, 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions: Report is required if the behavior meets the standard of a felony. Consider the age, and the developmental capacity of the student to understand the impact of the behavior and disability status before reporting.

b. BESO13: Threatening, intimidating, or instigating violence, injury, or harm to another student(s) or other(s) (not including written threats)

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 2, 3, 4, 5

*Victim Count Required

c. BESO14: Threatening, intimidation, or instigating violence, injury or harm to another student(s) or others(s) in writing. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 2, 3, 4, 5

*Victim Count Required

** Report to Law Enforcement if the threat is to a staff member unless the student making the threat has a disability

d. BESO15: Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions: Report is required if the behavior meets the standard of a felony. Consider the age, and the developmental capacity of the student to understand the impact of the behavior and disability status before reporting.

e. BESO16: Using an object not generally considered to be a weapon to threaten or attempt to injure students or others

ES/SS – Administrative Response level 5

*Victim Count Required

**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.

Any incident supported by a Threat Assessment determination of no or low-risk threat shall receive an Administrative Response Level 1, 2, or 3.

Any incident supported by a Threat Assessment determination of moderate risk, high risk, or imminent threat shall receive an Administrative Response Level 4 or 5.

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Threats to kill, shoot, or otherwise seriously injure another student(s) or a school employee(s) will result in an Administrative Response Level 5. The school investigation of this incident will include the results of a School Threat Assessment that determined the threat level to be the moderate risk, high risk, or imminent.

28. TOBACCO/VAPING – The possession, distribution, sale, purchase, and/or use of tobacco including cigarettes, imitation cigarettes, e-cigarettes, cigars, blunts, bidis, pipe tobacco, snuff, chewing tobacco, electronic smoking devices, and any other products containing nicotine, as well as any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, and liquids used in electronic smoking devices, whether or not they contain nicotine, and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking, dipping, electronic smoking use, or any other use of tobacco products.

a. BSC5: Tobacco – Possessing/using/distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment

ES – Administrative Response Level 2, 3

SS – Administrative Response Level 2, 3

1st Incident: Three (3) day in-school suspension (ISS) and successful completion of the Vape Education Course provided by the school. The third day of ISS may be waived if the Vape Education Course is completed within the first two days.

2nd Incident: Three (3) day in-school suspension (ISS) and successful completion of the Tobacco Education Program (Nicotine Cessation Program) provided by the Alternative Education Program.

3rd Incident: Three (3) days of out-of-school suspension (OSS), 9 hours of school-based community service, and parent conference.

4th Incident: Five (5) days of out-of-school suspension (OSS), 18 hours of school-based community service, and parent conferences.

Any student selling tobacco or tobacco-related products on school property or during school-related activities will result in an Administrative Level 3 response.

29. TRESPASSING – Any entry upon or activity on school property during non-school hours/days, which is unauthorized by the school administration; entering or remaining upon school property after being directed by school personnel to leave or stay off such property.

a. BSO6: Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building

ES – Administrative Response Level 2, 3

SS – Administrative Response Level 2, 3, 4

b. BSC25: Trespassing

ES – Administrative Response Level 2, 3

SS – Administrative Response Level 2, 3, 4

30. VANDALISM – Intentionally or recklessly damaging, defacing, destroying, or tampering with the property of others, including school property.

a. BSO14: Vandalism, graffiti, or other damage to school or personal property

ES – Administrative Response Level 1, 2, 3

SS – Administrative Response Level 1, 2, 3

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31. WEAPONS – Any student having been found to have in his or her possession or use anywhere on school property, at a school-sponsored event, or on the way to or from school, any item as defined in Section 22.1-277.07 of the Code of Virginia or any other item listed below:

a. PD1: Homicide – Firearm

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

b. PD2: Homicide – Other Weapon

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

c. PD5: Use of a Bomb

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

d. PD6: Assault with Firearm or Weapon

ES/SS – Administrative Response Level 5

*Victim Count Required

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

e. PD11: Illegal Possession of a Handgun

ES/SS – Administrative Response Level 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

f. PD12: Illegal Possession of Rifle or Shotgun

ES/SS – Administrative Response Level 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

g. PD13: Illegal Possession of Any other Projectile Weapon

ES/SS – Administrative Response Level 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

h. PD14: Illegal Possession of Bomb

ES/SS – Administrative Response Level 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

i. PD15: Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per Section 18.2-85, or explosive incendiary devices, as defined in Section 18.2-433.1, or chemical bombs per Section 18.2-87.1

ES/SS – Administrative Response Level 5

**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

32. WEAPONS (OTHER DANGEROUS OBJECTS)

a. BSC27: Weapons – Possessing any weapon (other than a firearm) as defined by Virginia Code Section 18.2-308.1

ES – Administrative Response Level 3, 4

SS – Administrative Response Level 3, 4

33. WEAPONS (OTHER PROHIBITED ITEMS) – Possessing any knife with a blade of less than three (3) inches, toy guns, look-alike guns or facsimile, firearm ammunition, any firecrackers, sparklers, ice picks, or another dangerous object that does not fall under the previous section C.31 and C.32 when not used to threaten others or destroy property.

a. BSC26: Possessing dangerous instruments/substances that could be used to inflict harm upon another

ES – Administrative Response Level 3, 4

SS – Administrative Response Level 3, 4

The administration reserves the right to assign consequences for misconduct not listed for which the student knew or should have known would be disruptive to the academic process or endanger self or others or that resulted in disruption to the academic process or endangerment to self or others. Conspiring or attempting to do any of the foregoing, violating any policy of the School Board, or rule or regulation duly adopted by the schools pertaining to student behavior could result in one more of the consequences outlined in B.4.

D. DRUG-RELATED CRIMES AND VIOLENT CRIMINAL CONDUCT INVOLVING DANGEROUS WEAPONS OR DEVICES

1. Any violations of this policy pertaining to drug-related crimes (see C.9) and/or violent criminal conduct involving dangerous weapons or devices (see C.31) shall be handled as follows:

a. the student shall be removed from the regular classroom environment;

b. after conducting a hearing, if the student is found to have violated the Code of Student Conduct, the principal shall impose an initial ten (10) day suspension from school;

c. matters of violation of state or federal law shall be referred to the appropriate law enforcement agency;

d. the matter shall be referred to the Disciplinary Review Hearing Officer

e. the student will receive consequences in addition to suspension;

f. A student found to have in his or her possession a firearm as defined by Section 22.1-277.07 of the Code of Virginia, or any other item prohibited by Section C.31 on school property or at a school-sponsored event, shall be expelled from school for a minimum of 365 calendar days. The School Board or superintendent may determine, based on the facts of each particular case, that special circumstances exist and that another disciplinary action is appropriate.

g. In accordance with Section 22.1-277.08 of the Code of Virginia, School Boards shall expel from school attendance any student whom such School Board has determined to have possessed a controlled substance, imitation controlled substance, or marijuana, on school property or at a school-sponsored activity or to have brought such item onto school property or to a school-sponsored activity. (See exception stated in D.1 above for marijuana possession of one (1) ounce or less without intent to distribute). The superintendent or his designee is authorized to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. The School Board or superintendent or his designee may determine, based on the facts of a particular case that special circumstances exist and another disciplinary action is appropriate. School Boards may require any student who has been found, in accordance with the procedures set forth in Section 22.1-277.08, to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property or at a school-sponsored activity in violation of school board policies, to undergo evaluation for drug or alcohol abuse or both.

2. Any other serious violation of the Code of Student Conduct shall subject the student to severe disciplinary action, including long-term suspension or expulsion if the principal, the Disciplinary Review Hearing Officer, and/or the division superintendent believes that good and just causes exist to make the recommended disciplinary action appropriate.

E. SUSPENSION AND EXPULSION

1. The School Board, Superintendent, or Superintendent's designee may place conditions on a student during a long-term suspension pertaining to the student's return to the regular classroom, participation in school activities and school functions, and the student is permitted on school property.

The School Board, Superintendent, or Superintendent's designee may place conditions, when appropriate and where available, on a student that has been expelled and is returning to school pertaining to the student's return to school, return to the regular classroom, participation in school activities, participation in school functions, and/or the student is permitted on school property.

Such conditions include but are not limited to, one or more of the following:

- a. performing specified community service;
 - b. making restitution or paying for expenses necessarily incurred by the victim or the victim's parent or guardian;
 - c. participating in and successfully completing a specified school program;
 - d. participating in and successfully completing a particular program made available through the Rappahannock Area Community Services Board or similar agency;
 - e. obtaining individual counseling, a recommendation for family counseling, substance abuse counseling, and/or GED or vocational counseling;
 - f. participating in and successfully completing a specified educational program not available through the school system;
 - g. engaging in, or refraining from engaging in particular conduct;
 - h. providing specified information or reports to specified school officials;
 - i. complying with particular conditions set forth in the Delinquency Disposition Order entered by the Juvenile and Domestic Relations District Court or any order of any other court concerning any delinquent acts committed by the student;
 - j. complying with such other conditions as are reasonably calculated to reduce the risk that the student will engage in violent criminal conduct, drug-related crimes, and/or other unacceptable behavior upon such student's return to school;
 - k. after a student has been suspended short-term, the schools can place conditions, when available and where appropriate, on the student's return to school, return to the regular classroom, participation in school activities, participation in school functions, and/or the student's being permitted on school property.
2. Principals may extend short-term suspensions [up to ten (10) days] into the next school year for violations of the Code of Student Conduct that occur at or near the end of the school year. Also, the superintendent or designee may extend a long-term suspension (up to a school year) into the next school year.

3. Elementary school students. Other than violent criminal conduct involving dangerous weapons or devices or drug-related crimes, the schools reserve their authority not to impose a suspension upon (or seek the expulsion of) an elementary student when such an action would be contrary to the best interests of the student and the school system.

4. The School Board, Superintendent, or designee approves conditions under which students may return to school. In general, students serving long-term suspensions may return at the beginning of the next school year, although special conditions may extend a long-term suspension into the next school year. Students expelled may only be readmitted by the school board and conditions may be set outlining the conditions for applying for re-admissions and a minimum period that the student must remain out of school.

5. Students who are subject to suspensions held in abeyance or to probation periods will be subject to the terms or conditions set forth by the discipline decision. Violations of any of these terms or conditions may result in activation of the suspension and/or further disciplinary action being taken.

6. Recommendations for expulsions for actions other than those specified in 22.1-277.07 (weapons) and 22.1-277.08 (drugs) shall be based on consideration of the following factors: (a) the nature and seriousness of the violation; (b) the degree of danger to the school community; (c) the student's disciplinary history, including the seriousness and number of previous infractions; (d) the appropriateness and availability of an alternative education placement program; (e) the student's age and grade level; (f) the results of any mental health, substance abuse or special education assessments; (g) the student's attendance and academic records; and (h) such matters as deemed appropriate.

No decision to expel a student shall be reversed on the grounds that such factors were not considered.

7. Pupils may be suspended or expelled from attendance at school for a sufficient cause: however, in no cases may sufficient cause for suspensions include only instances of truancy.

8. In accordance with Section 22.1-277.2:1 of the Code of Virginia, any student who has been charged with a criminal offense involving drugs, alcohol, weapons, or intentional injury to others may be placed in the alternative education program, even if the offense did not occur on school property or during school time. If such an offense did occur on school property, students are subject to disciplinary action, including suspension and expulsion, regardless of whether the student has been charged criminally. In accordance with Section 22.1-277 of the Code of Virginia, students who are adjudicated delinquent or convicted of a criminal offense involving drugs, weapons, intentional injury to others, or violent criminal conduct may be suspended, expelled, or placed in the alternative education program, even if the offense did not occur on school property or during school time.

NOTE: In accordance with Section 22.1-277.2:1 of the Code of Virginia, a student may be short-term suspended for up to 10 school days if that student has been charged with certain incidents involving intentional injury to another student in the same school. This short-term suspension may remain in force pending the decision as to whether to require such a student to attend an alternative education program. This authority to short-term suspend is granted even if the offense did not occur on school property or during school time.

Appeal Rights From Decision to Place Student in Alternative Education Program for Charges and Convictions of Certain Crimes

The Division Superintendent or designee shall determine whether students charged with or convicted of the offenses set forth above are required to attend the alternative education program after providing (1) written notice to the student and his parent that the student will be required to attend an alternative education program and (2) notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the Superintendent or his designee regarding such placement. Such

notice shall provide that the student or his parent have five days from their receipt of the written notice that the student will be required to attend the alternative education program to request such hearing before the Superintendent or his designee. After any such hearing conducted by the Superintendent or his designee, the Superintendent or designee shall provide his written decision to the student and his parent within ten days of the hearing. The decision of the Superintendent or designee regarding such alternative education placement shall be final unless altered by the School Board, upon written request by the student or his parents for a review of the record by the School Board. Such written request must be filed by the student or his parent within ten days of the student's/parent's receipt of the written decision of the Superintendent or designee. The School Board shall review the record related to the alternative education placement, but shall not be required to hold any hearing. After its review of the record, the School Board shall render a final decision on the placement.

F. VIOLATIONS OF LAW

Law Enforcement. The Spotsylvania County School Board has authorized the use of sheriff's deputies or School Resource Officers (SROs) in the schools. The presence of these officers helps provide for the safety, welfare, and security of all students. However, as police officers, they are required to enforce the laws of the Commonwealth of Virginia. According to Section 22.1-279.3:1 of the Code of Virginia, principals shall immediately report to the local law enforcement agency: (i) any incident described in subdivision A1 that may constitute a felony offense; and (ii) incident described in subdivisions A3 through A7, except that a principal is not required, but may report any incident described in subdivision A4 committed by a student who has a disability. The principal shall also immediately report any act enumerated in subdivisions A1 through A5 that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Furthermore, the principal shall report that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information if they so desire.

Searches. The School Board permits school authorities, in accordance with policy (JFG), to search a student, lockers, or student automobiles when they have reason to believe that a student may have in his/her possession any drugs or weapons, or other articles not permitted by the Code of Student Conduct, School Board Policy or school rules and regulations or may have otherwise violated the law or a school rule. In addition, the School Board authorizes random canine-assisted searches of school buildings, lockers, classrooms, parking lots, and grounds. School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search.

Metal Detectors. The School Board authorizes the use of metal detectors in order to maintain a weapons-free environment.

Juveniles tried as Adults. In regards to violations of state law, all students should be aware that students, aged 14 years or older, may be tried as adults for certain felony charges. Each middle and high school guidance office has copies of the circumstances for which a student may be tried as an adult.

Battery against School Employees. In accordance with the Code of Virginia, Section 18.2-57, any person (juveniles or adults) who commits battery against certain school employees engaged in the performance of their duties, upon conviction, shall receive a minimum of 15 days in jail, two (2) of which cannot be suspended.

G. OTHER BOARD POLICIES

The other policies of the School Board pertaining to the behavior of students, including policies on

CODE OF STUDENT CONDUCT

tobacco, alcohol, and drugs, are hereby incorporated by reference into this Code of Student Conduct. Such policies can be enforced as a part of the Code of Student Conduct. The Superintendent shall provide the School Board with a monthly summary report of disciplinary action.

H. COMPLIANCE WITH OTHER LAWS

To the extent that any law may supersede the implementation or application of any of the foregoing provisions, the school board reserves the right to implement or apply the provision to the extent that the law permits.

ADOPTED:	August 12, 1991	REVISED:	June 27, 2016
REVISED:	January 25, 1993	REVISED:	June 12, 2017
REVISED:	September 12, 1994	REVISED:	June 11, 2018
REVISED:	August 14, 1995	REVISED:	June 10, 2019
REVISED:	August 12, 1996	REVISED:	June 8, 2020
REVISED:	August 11, 1997	REVISED:	June 14, 2021
REVISED:	July 27, 1998	REVISED:	August 8, 2022
REVISED:	August 9, 1999	REVISED:	June 12, 2023
REVISED:	August 14, 2000	LEGAL REF:	Code of Virginia, 1950, as amended, Sections 22.1-78, 22.1-209.1:2, 22.1-254, 22.1-258, 22.1-274.2, 22.1-276.2, 22.1-276.3, 22.1-277, 22.1-277.2:1, 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.07:1, 22.1-277.08, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.4, 18.2-255.2, 18.2-247, 18.2-128, 18.2-212, 18.2-308.1, 16.1-305.1, 18.2-247, 22.1-205, 18.2-248, 18.2-248.1:1, 18.2-56, 18.2-57, 22.1-280.
REVISED:	August 13, 2001		
REVISED:	October 8, 2001		
REVISED:	July 14, 2003		
REVISED:	June 28, 2004		
REVISED:	July 10, 2006		
REVISED:	June 25, 2007		
REVISED:	July 20, 2009		
REVISED:	June 27, 2011		
REVISED:	June 25, 2012		
REVISED:	July 8, 2013		
REVISED:	June 23, 2014		
REVISED:	July 13, 2015, updated September 16, 2015		

APPENDIX



STUDENT CONDUCT ON SCHOOL BUSES

(Regulation EEACC-R)

The following regulations will govern the transportation of students by publicly owned and operated school buses. Every parent, student, teacher, and other person charged with responsibility for the safety of students shall become familiar with these regulations. Any violation of these regulations by a student shall be just cause for suspension from the school bus or from school. Any negligence in enforcement of these regulations by employees of the Spotsylvania County School Board shall be considered just cause for dismissal.

To ensure safe and efficient transportation of students, the following shall apply:

- The number of pupils who may ride a school bus is determined by the total number who can be seated on the seat cushion facing forward, safely seated within the seating compartment, and shall not exceed the manufacturer's capacity. Pupils may not be permitted to stand, except under unforeseen temporary emergency conditions.
 - The bus driver is the only person who is permitted to open and close the entrance door.
 - Posters, stickers, and advertising material of any kind are prohibited in or on school buses.
 - No items may be carried on the bus that will restrict passageway to the entrance or emergency door. Large items such as class projects, musical instruments, or sports items that can not be safely held by the student must be transported by another means.
 - All students are under the jurisdiction of the driver while they are on a school bus. Drivers have the same authority as a teacher in the classroom.
 - All students are to get on the bus and take a seat (or assigned seat) and remain there until they reach their destination. Students are to refrain from reaching out of the bus windows at all times.
 - Misconduct, such as fighting, yelling, use of profanity, use of racial slurs or discriminatory language, or any conduct that is distracting to the driver, or jeopardizes the safety of others, will not be tolerated.
 - The possession and use of tobacco and vaping products, alcohol, or drugs is prohibited on the bus.
 - Consumption of food, candy, or drink, and the chewing
- of gum, is not permitted on the bus. Glass containers on the bus are prohibited.
 - No objects are to be thrown out of the windows of the bus.
 - Students are expected to be at the bus stop five minutes before the appointed time to avoid unnecessary delay in the bus schedule.
 - All students are expected to ride the assigned or designated bus that picks up at the stop nearest his or her home. Students are expected to ride back home in the afternoon on the assigned or designated bus that stops nearest his or her home. Students must have parent approval and permission from the school office to ride another bus or to get on or off at stops other than their designated one.
 - Any student found guilty of destroying any part of a school bus will be required to pay for the damage and will be disciplined by the school.
 - The possession of any object that can be perceived as a weapon is prohibited. Examples of prohibited items include knives, flammable items, toy weapons, razor blades, etc.
 - Electronic devices are not permitted to be used on school buses. Students may not use a cell phone or electronic device to video tape or record while riding.
 - Any student who does not abide by the rules stated above will be disciplined by the school administrator.
- Riding a school bus is a privilege rather than a right. State law specifies that school boards may provide transportation for a regular student. Only students with certain handicapping conditions are provided transportation by law. Student conduct must be acceptable in order to qualify to receive this optional benefit.
- School buses are the property of Spotsylvania County Public Schools. Only students and authorized individuals are permitted to board a school bus. Unauthorized individuals who choose to board a school bus without permission will be prosecuted.
- All students are expected to ride the assigned or designated bus that picks up at the stop nearest his or her home. Students are expected to ride back home in the afternoon on the assigned or designated bus that stops nearest his or her home. Students must have parent approval and permission from the school office to ride another bus or to get on or off at stops other than their designated one.

TECHNOLOGY USE GUIDELINES-ACCEPTABLE USE POLICY

All use of the Spotsylvania County Public School Division’s computer system shall be consistent with the School Board’s goal of promoting educational excellence by facilitating resource sharing, innovation and communication.

The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals,

Computer System Use-Terms and Conditions

1. **Acceptable Use.** Access to the division’s computer system shall be (a) for the purposes of education or research and be consistent with the educational objectives of the division or (b) for legitimate school business.
2. **Privilege.** The use of the division’s computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to: using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - Sending, receiving, viewing or downloading illegal material via the computer system.
 - Unauthorized downloading of software.
 - Using the computer system for private financial or commercial purposes.
 - Wastefully using resources, such as file space gaining unauthorized access to resources or entities. posting material created by another without his or her consent.
 - Submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
 - Gaining unauthorized access to resources or entities is prohibited.
 - Use of resources in a manner which causes the network to stop working properly, (slowness, user access issues, denial of services, etc.).
 - Using the computer system while access privileges are suspended or revoked.
 - Vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - Intimidating, harassing, bullying, or coercing others.
 - Threatening illegal or immoral acts.
4. **Digital Citizenship.** All instructors will teach digital citizenship and take every opportunity to warn of potential dangers and model safe and appropriate internet use

during regular instruction. Each user is expected to abide by generally accepted rules of etiquette, including the following:

- Be polite.
 - Users shall not forge, intercept or interfere with electronic mail messages.
 - Use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
 - Users shall not post personal information other than directory information as defined in Policy JO
 - Student Records about themselves or others.
 - Users shall respect the computer system’s resource limits.
 - Users shall not post chain letters or download large files.
 - Users shall not use the computer system to disrupt others.
 - Users shall not modify or delete data owned by others.
 - Users shall accept responsibility for all materials they access
 - Users are responsible for reporting any inappropriate material they receive
5. **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, nondelivery or missed delivery of information, or service interruptions. The school division is not 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 these procedures.
 6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures. It is a violation to share passwords or to gain access to an account that is not yours.
 7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
 8. **Charges.** The school division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.

TECHNOLOGY USE GUIDELINES-ACCEPTABLE USE POLICY

(Continued)

9. **Electronic Mail.** The school division's electronic mail system is owned and controlled by the school division. The school division will provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the school division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

10. **Enforcement.** Software will be installed on the division's computers having internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities and use of the computer system of users may also be monitored manually. Any violation of these guidelines shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action. Users should have no expectation of privacy regarding their use of SCPS equipment, network, internet access, files, or e-mail access.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY SCHOOL

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day the Spotsylvania County School Division receives a request for access.

Parents or eligible students should submit to the school registrar a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Spotsylvania County Public School Division to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering

to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Spotsylvania County School Division to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

APPENDIX

The following is the list of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35) In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
NOTICE FOR DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Spotsylvania County Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the school division may disclose appropriately designated “directory information” without written consent, unless you have advised the division to the contrary in accordance with division procedures. The primary purpose of directory information is to allow the division to include information from your child’s education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).].

If you do not want the school division to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify your child’s school in writing no later than 15 days after the first day of school. Spotsylvania County Public Schools has designated the following information as directory information:

- Student’s name
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

PPRA information in this handbook is current as of July 27, 2022. Please visit the SCPS website (www.spotsylvania.k12.va.us) for any updates.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 Political affiliations or beliefs of the student or student’s parent;
 Mental or psychological problems of the student or student’s family;

1. Sex behavior or attitudes;
2. Illegal, anti-social, self-incriminating, or demeaning behavior;
3. Critical appraisals of others with whom respondents have close family relationships;
4. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
5. Religious practices, affiliations, or beliefs of the student or student’s parent; or
6. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use:

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Spotsylvania County Public Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information

surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school division will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The division will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Spotsylvania County Public Schools will make this notification to parents at the beginning of the school year if the division has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

TITLE IX COMPLIANCE AND PROCEDURES

Title IX of the Education Amendments Act of 1972 is a federal law that states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Pursuant to 34 C.F.R. 106.8(b), this notice is to notify staff, parents, students and community that in compliance with Title IX and its implementing regulations, SCPS does not discriminate on the basis of sex in its education program or activity and this nondiscrimination commitment extends to both admission and employment. SCPS’ Policy JFHA (Prohibition Against Harassment and Retaliation) for students and Policy GBA (Prohibition Against Harassment and Retaliation) for employees provide a comprehensive overview of how to file a complaint and set forth a grievance process that is in compliance with Title IX.

To file a complaint and/or to obtain more information about Title IX, contact:

Dennis W. Martin, Ph.D., Title IX Coordinator/Director of Administrative Services
Spotsylvania County Public Schools
8020 River Stone Drive
Fredericksburg, VA 22407
Phone: 540.834.2500, ext. 1019
Email: dwmartin@spotsylvania.k12.va.us

In addition, inquiries about the application of Title IX also may be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education. For contact information, please visit: www2.ed.gov/about/offices/list/ocr/contactus2.html. Retaliation against an individual who reports sexual harassment or participated in any related proceeding is strictly prohibited.

NOTICE FOR DESTRUCTION OF STUDENT RECORDS

Spotsylvania County Public Schools destroys records of all students in accordance with relevant state and federal laws, including but not limited to the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and the Policies for Records Retention and Disposition published by the Library of Virginia.

Certain records, such as those classified by the Library of Virginia as “Student Cumulative File: Long-Term Documentation,” must be retained for at least 75 years after the student graduates, completes the Board of Education program, transfers, or withdraws from school. However, other records, such as those classified by the Library of Virginia as “Student Cumulative File: Shorter-Term Documentation,” may be destroyed five years after the student graduates, completes the Board of Education program, transfers, or withdraws from school. In some instances, Virginia Alternate and Alternative Assessment collections may be destroyed after one year.

Accordingly, should the student (or parent or guardian of the student, if the student is less than 18 years of age) need to obtain a copy of any records that may be destroyed within five years or sooner, the student (or the parent or guardian of the student, if the student is less than 18 years old) must do so by notifying the school division within the applicable timeframe of the date on which the student graduated, transferred, or withdrew from school.

The applicable Library of Virginia’s Records Retention Schedule is available for download at the following website:

www.lva.virginia.gov/agencies/records/sched_local/index.htm.

NOTICE OF PARENTAL RESPONSIBILITY AND INVOLVEMENT REQUIREMENTS

Section 22.1-279.3 of the Code of Virginia contains provisions addressing parental responsibility and involvement that are intended to promote proper student conduct. Through the enactment of this legislation, the General Assembly has asserted its position that parents do not relinquish their responsibility for disciplining or managing their children while they are attending public schools.

Rather, parents must work in partnership with school administrators to maintain a safe and orderly school environment. Most parents are already involved and support the schools. Therefore, the school division recognizes that it will not need to resort to the enforcement provisions in this legislation unless a parent willfully and unreasonably fails to meet his/her responsibility as outlined below:

- Parents must sign and return a statement acknowledging receipt of notice of requirements of §22.1-279.3 of the Code and the School Board's standards of student conduct.
- NOTE: Parents are not precluded from expressing, through the appropriate channels, disagreement with the implementation of the School Board's standards of conduct. Parents continue to maintain the right to appeal a suspension or expulsion under §22.1-277 of the Code of Virginia.
- The Principal is authorized to request that the student's parent meet with the Principal or designee to review the standards of conduct and the parent's responsibility to help improve the student's behavior and educational progress. The Code of Virginia §22.1-279.3 authorizes that the Juvenile and Domestic Relations Court, upon finding that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials to discuss improving the student's behavior, or upon a student's receiving a second suspension or being expelled, may order not only the student or his parent but both parents if they have legal and physical custody, to participate in such programs or such treatment, including parenting counseling or a mentoring program, as the court deems appropriate to improve the student's behavior.
- Principal or designee shall notify the parents when the student violates a School Board policy that could result in a suspension, whether or not the administration has imposed such action. The notice must state the date and particulars of the offense, the parent's obligation to assist the school in improving the student's behavior, and that if the student is suspended, they may be required to accompany the student to meet with school officials. The parent may be required to meet with school officials to discuss improving the student's behavior before a suspended student is readmitted to school.

If parents fail to comply with these requirements, the School Board may petition the juvenile and domestic relations court to proceed against the parents for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

The court is authorized to take the following actions:

- Order the parent to meet with school officials, if the parent willfully and unreasonably fails to meet with the Principal after such a request has been made.
- Order the student or parents to participate in treatments or programs to improve the student's behavior, or be subject to other limitations and conditions as the court deems appropriate, and/or impose a fine of up to \$500, if the parent willfully and unreasonably fails to meet with school officials if a student is to be readmitted after a suspension, or a student is receiving a second suspension or is being expelled.

PARENTAL NOTIFICATION OF INSTRUCTIONAL MATERIALS WITH SEXUALLY EXPLICIT CONTENT

The Spotsylvania County School Board has adopted Policy IIA to establish clear procedures for schools to (i) identify all instructional materials with sexually explicit content, (ii) ensure parental notification of any instructional materials with sexually explicit content, (iii) permit parents/guardians to review all instructional materials with sexually explicit content, and (iv) ensure alternative instructional materials, that do not include sexually explicit content, are provided in a non-punitive manner for any student whose parent/guardian so requests.

FORMS





SPOTSYLVANIA

COUNTY PUBLIC SCHOOLS

Code of Student Conduct Parent & Student Signature Page

Student's Name (Print) _____ Grade: _____

1. Code of Student Conduct, 2023-2024

2. Parental Responsibilities & Involvement Requirements of VA Code §22.1-279.3

3. Compulsory Attendance Law Requirements

4. Student Conduct on School Buses

5. Acceptable Use of Technology Policy (Regulation IIBEA-R)

6. Emergency Aid: I give permission for my child's medical information to be discussed with teachers and school personnel on a "need to know" basis. In the event neither the mother nor father can be reached in case of an accident or sudden illness, I give permission for the school nurse (or school authorities) to render first aid to my son/daughter and to transport to the hospital, as needed. Further, I give my permission for the hospital physicians to treat my child and I shall assume financial responsibility.

7. Free & Reduced Meal Information: I acknowledge that I have received copies of the Free and Reduced Meal application located in the Forms Section of the Parent-Student Handbook. In addition, I acknowledge receipt of the Free and Reduced Meal Price Benefits and Guidelines and the notification of Student Meal Accounts located on pages 10-11 of the handbook.

I am the parent of the above named child and, by my signature; acknowledge that I have received copies of items 1 through 5, and that I have read and reviewed all of the items with my child. Additionally, I have reviewed the conduct and items prohibited by Section C in the Code of Student Conduct and the definition of "possession" as also found in section C of the Code of Student Conduct.

By Signing this Statement of Receipt, I do not waive or abdicate but do expressly reserve all rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia. I further understand that I have the right to express disagreement with the school's decisions or school division's policies.

Parent Signature: _____ Date: _____

AGREEMENT BY THE STUDENT

I have read the Code of Student Conduct, Student Conduct on School Buses, and the policy on Acceptable Use of Technology and agree to abide by the rules and regulations stated in them as well as all other expectations of good behavior and attendance.

Student Signature: _____ Date: _____

Return signed form to your child's school.

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SPOTSYLVANIA

COUNTY PUBLIC SCHOOLS

Photographic and Electronic Publishing Release Form

Should you wish to opt OUT your student of photographs or electronic publishing in Spotsylvania County Public Schools, this form must be completed and signed by the parent/guardian for each student for the 2023-2024 school year. If your student is active in athletics and/or extracurricular activities, such as band, there is the potential for photographing/videotaping of your student. Participation in these activities precludes opting your student out of photographs, videos, and media. This form may not be altered to add categories. Should you wish to discuss this form, please contact your school's administrator.

Photographs of Students

Students are sometimes photographed or videotaped while participating in school activities. This is usually done by school personnel or parents, but local newspapers and other media will occasionally take photographs or videotape as part of an article or story. Additionally, the school yearbook, school newspaper, and school division publications frequently take and incorporate photographs in their publications and productions. Some classroom activities also involve photographing of students. If you do **NOT** desire that your child be photographed or videotaped during a school activity, please check the appropriate box below:

- My child may **ONLY** be photographed and published for the school yearbook.
- My child may **NOT** be photographed or videotaped by Spotsylvania County Public Schools.
(This selection opts your child out of appearing in ALL school publications and all external media.)
- My child may be photographed or videotaped by Spotsylvania County Public Schools

Electronically Published Student Information

Spotsylvania County Public Schools publishes a variety of information about our schools and their activities on the internet. From time to time, we may wish to include your child's name and/or photograph on our website. This information may be published in order to recognize achievement or in conjunction with the display of your child's work on the internet. If you do **NOT** desire that your child's name, photograph, or work be published electronically on the internet, please check the box below.

- My child's name, photograph, or work may **NOT** be published electronically by Spotsylvania County Public Schools.
- My child's name, photograph, or work **MAY** be publishedelectronically by Spotsylvania County Public Schools

Student's Name: _____

School: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Return signed form to your child's school.

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REQUIRED



Dear Parent/Guardian:

The Virginia Department of Education is collecting remote learning information for all students.

Please take a moment to select the appropriate options below and return this form to your student's school.

Student's Name: _____

Student's Grade Level: _____

Please check the box that pertains to your student

Has internet at home:

- Broadband at home
- DSL at home
- Dial-up at home
- Wi-Fi not at home
- Other
- No Internet connection available
- Unknown

Device Access:

- School provided
- Personal
- Shared with family members
- Smartphone only
- No device
- Unknown
- Public device

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Spotsylvania County Public Schools 1:1 Technology Take Home Agreement

I, the undersigned parent or legal guardian, understand that my child will be checking out SCPS Technology equipment to be used both at school and home. The equipment is owned by Spotsylvania County Public Schools (SCPS) and is being loaned to the student. I acknowledge and agree that the equipment is in good working order and that I am responsible for returning it to SCPS in the same condition in which it was received, ordinary wear and tear excepted. Equipment will be returned when requested by SCPS, and in no event later than the end of the academic school year or upon the student's withdrawal from a SCPS school, whichever is sooner. I further understand and agree that if the computer is lost or damaged during use that I will be responsible for repair or replacement costs. If the student does not return the device and charger, I understand and agree to pay a fee equal to the replacement cost of the missing equipment. I agree that I will reimburse SCPS for all repairs or replacement costs due to lost or damaged equipment within thirty (30) days of receiving notice from SCPS that such costs are due. I further agree that I am responsible for all costs of collections, including attorney's fees and court costs, if I fail to make such payments within thirty (30) day.

I understand and agree that the loaned equipment is for the sole use of the student named on this form and that it shall only be used for legitimate school business or in support of education and related research. The student and I understand that food and drink should be kept away from the equipment. If a device is damaged while at home, the student should notify the school within 48 hours. Identification/inventory labels have been placed on the device. These labels are not to be removed or modified.

Additional stickers, labels, tags or markings of any kind are not to be added to the device.

I further understand and agree that the use of the equipment must be in compliance with the SCPS Acceptable Use Policy (Policy IIBEA). I understand that using the Internet outside the protection of the SCPS network poses an increased risk to my student's privacy and online safety, and that I will monitor and/or discuss appropriate use of the equipment and safe online use while my student is on the Internet outside of the SCPS network to ensure that my child is aware of the risks associated with unfiltered Internet use.

I understand and agree that I am responsible for discussing and reviewing the SCPS Acceptable Use Policy (Policy IIBEA) and Technology Use Guidelines (IBEA-R) with my child, as required by the Code of Student Conduct, and that these requirements apply regardless of location of the device (home/school/remote location). Both the Acceptable Use Policy and the Technology Use Guidelines can be found on the SCPS web site at <https://www.spotsylvania.k12.va.us/domain/2924>

Student's Name: _____ Grade: _____

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

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SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Dear Parent or Guardian:

We are pleased to inform you that **Battlefield E.S. Battlefield Middle, Berkeley, Cedar Forest, Chancellor High, Chancellor Middle, Cedar Forest, Harrison Road, John J. Wright, Lee Hill, Livingston, Massapanox, Post Oak, Riverview, Salem, Smith Station, Spotsylvania High, Spotswood, Thornburg and Wilderness** will be implementing a new option available to schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for school year 2023-2024.

What does this mean for you and your children attending the school(s) identified above?

Great news for you and your students! All enrolled students of Battlefield E.S. Battlefield Middle, Berkeley, Cedar Forest, Chancellor High, Chancellor Middle, Cedar Forest, Harrison Rd., John J. Wright, Lee Hill, Livingston, Massapanox, Post Oak, Riverview, Salem, Smith Station, Spotswood, Thornburg and Wilderness are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the 2023-2024 school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application.

If you have a child who does not attend one of the schools listed above, you will need to complete the 2023-2024 Household Application for Free and Reduced Meals.

If you have questions or need information, please contact us at Linda McGee at (540)582-5894, Ext.1967 or Christine Salyers at (540)582-5894, Ext. 1966.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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

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

INSTRUCTIONS FOR COMPLETING THE HOUSEHOLD APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free or reduced price meals, complete one application for ALL children in the household who are in school using the following instructions. Sign the application and return to (insert address) 8720 Courthouse Rd., Spotsylvania, VA 22553. Call the school nutrition office if you need help. **A NEW APPLICATION MUST BE FILED OUT AND SENT IN EACH SCHOOL YEAR IN ORDER TO BE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS. A HOUSEHOLD MEMBER IS ANY CHILD OR ADULT LIVING WITH YOU.**

IF A MEMBER OF YOUR HOUSEHOLD RECEIVES BENEFITS FROM THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) OR TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF), FOLLOW THESE INSTRUCTIONS:

Part 1: List all children in school. Include the school, grade, and the student's school identification (ID) number for each child who is in school.
 Part 2: List the name and case number for any household member (including adults) receiving SNAP or TANF benefits.

Parts 3 & 4: Skip these parts.

Parts 5 & 6: Answer these questions. You do not have to provide this information in order to be eligible for free or reduced price meals.

Part 7: Sign the form. The last four digits of the Social Security Number are not necessary if you did not need to fill in Part 4.

IF NO ONE IN YOUR HOUSEHOLD GETS SNAP OR TANF BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, A MIGRANT OR A RUNAWAY, FOLLOW THESE INSTRUCTIONS:

Part 1: List all children in school. Include the school, grade, and the student's school identification (ID) number for each child who is in school.

Part 2: Skip this part.

Part 3: If any child you are applying for is homeless, a migrant, or a runaway, check the appropriate box and call your school's homeless, migrant, and runaway coordinator.

Part 4: Complete this part. See instructions for All Other Households, Part 4, below.

Parts 5 & 6: Answer these questions. You do not have to provide this information in order to be eligible for free or reduced price meals.

Part 7: An adult household member must sign the form and provide the last four digits of their Social Security Number (or mark the box if they do not have one).

IF YOU ARE APPLYING FOR A FOSTER CHILD, WHO IS THE LEGAL RESPONSIBILITY OF A WELFARE AGENCY OR THE COURT, FOLLOW THESE INSTRUCTIONS:

If all children in the household are foster children:

Part 1: List all foster children in school. Include the school, grade, and the student's school identification (ID) number. Check the box for each child indicating the child is a foster child.

Parts 2, 3 & 4: Skip these parts.

Parts 5 & 6: Answer these questions. You do not have to provide this information in order to be eligible for free or reduced price meals.

Part 7: Sign the form. The last four digits of the Social Security Number are not necessary if you did not need to fill in Part 4.

If one or more children in the household are foster children and other children in the household are not foster children:

Part 1: List all children in school. Include the school, grade, and the student's school identification (ID) number for each child who is in school. Check the "Foster Child" box for each child who is a foster child.

Part 2: If the household does not have a SNAP or TANF case number, skip this part.

Part 3: If any child you are applying for is homeless, a migrant, or a runaway, check the appropriate box and call your school's homeless, migrant, and runaway coordinator. If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

● **Columns 1-3: Name.** List all household members including the students listed in Part 1. List each person's age. For any person with no income, including children, write "0" in the box. However, if left blank that will also be counted as "0".

● **Columns 4-8: Gross Income and How Often It Was Received.** For each household member, list each type of income received for the month. You must list how often the money is received—weekly, every two weeks, once a month, or monthly. For earnings, be sure to list the gross income, not the take-home pay. Gross income is the amount earned before taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. Also list the amount you receive for Worker's Compensation, unemployment or strike benefits. If you receive them. For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), and Veteran's benefits (VA benefits). Under All Other Income, list disability benefits, cash withdrawal from savings, regular contributions from people who do not live in your household, income from your rental property and any other income. Do not include income from SNAP, WIC, Federal education benefits and foster payments received by the family from the placing agency. For ONLY the self-employed, under Earnings from Work, report income after expenses for your business or farm. If you are in the Military and your housing is part of the Privatized Housing Initiative do not include your housing allowance as income. Any combat pay from military deployment is also excluded.

Parts 5 & 6: Answer these questions. You do not have to provide this information in order to be eligible for free or reduced price meals.

Part 7: An adult household member must sign the form and provide the last four digits of their Social Security Number (or mark the box if they do not have one).

ALL OTHER HOUSEHOLDS, INCLUDING WIC HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS:

Part 1: List all children in school. Include the school, grade, and the student's school identification (ID) number for each child in the household who is in school.

Part 2: If the household does not have a SNAP or TANF case number, skip this part.

Part 3: If any child you are applying for is homeless, a migrant, or a runaway, check the appropriate box and call your school's homeless, migrant, and runaway coordinator. If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

● **Columns 1-3: Name.** List all household members including the students listed in Part 1. List each person's age. For any person with no income, including children, write "0" in the box. However, if left blank that will also be counted as "0".

● **Columns 4-8: Gross Income and How Often It Was Received.** For each household member, list each type of income received for the month. You must list how often the money is received—weekly, every two weeks, once a month, or monthly. For earnings, be sure to list the gross income, not the take-home pay. Gross income is the amount earned before taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. Also list the amount you receive for Worker's Compensation, unemployment or strike benefits. If you receive them. For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), and Veteran's benefits (VA benefits). Under All Other Income, list disability benefits, cash withdrawal from savings, regular contributions from people who do not live in your household, income from your rental property and any other income. Do not include income from SNAP, WIC, Federal education benefits and foster payments received by the family from the placing agency. For ONLY the self-employed, under Earnings from Work, report income after expenses for your business or farm. If you are in the Military and your housing is part of the Privatized Housing Initiative do not include your housing allowance as income. Any combat pay from military deployment is also excluded.

Parts 5 & 6: Answer these questions. You do not have to provide this information in order to be eligible for free or reduced price meals.

Part 7: An adult household member must sign the form and provide the last four digits of their Social Security Number (or mark the box if they do not have one).

The Ethelred of Ross/Inland School Lunch Act requires that information on this application, but if you do not, we cannot process your child for free or reduced price meals. You must include the last four digits of the social security number and not required when you apply on behalf of a foster child, or you list a supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Program of Food Distribution Program on Indian Reservations (PIPR), case number or other PIPR identifier for your child, or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your digitally identifiable information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their students, address data accuracy concerns, and data declassification of records to school data collections of record only.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or marital or marital status. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-4339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/AD-3027-2015-11-25-TRAC-MH.pdf> from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410 or
(800) 795-5272 or (202) 696-7442, or
email: usda.nacis@aphis.usda.gov
2. usda.nacis@aphis.usda.gov
3. usda.nacis@aphis.usda.gov

This institution is an equal opportunity provider.



SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Dear Parent/Guardian:

If you have children eligible for Free or Reduced Price Meal benefits, they may also be eligible to participate in other Spotsylvania County Public Schools (SCPS) fee-based programs without paying a fee or by paying a reduced fee. You may also be eligible to receive information about scholarships, classes, and services that are provided by agencies and organizations other than SCPS.

If you want your children to participate in SCPS fee-based programs on a free or reduced fee basis and receive information about other benefits for your children, you must provide written agreement allowing SCPS staff to share information about your children's meal eligibility status.

If you agree to share this information, the SCPS Food Service Office will disclose only whether you are eligible for free or reduced price meals and disclose only to your children's school principal, assistant principal, school counselors and other SCPS program staff **involved in these activities**. Information received by SCPS staff will only be used for the purposes described in this letter and will not be shared with anyone else, within or outside SCPS.

Please complete your children's information and mark (X) the appropriate boxes on the back of this letter. Your agreement to share this is completely voluntary. Declining to share your children's eligibility information with other SCPS programs will not affect their eligibility for free and reduced price meals.

Please return this form with your meal application to your child's school or mail to Spotsylvania County Public Schools, School Food Services, 8720 Courthouse Road, Spotsylvania, Virginia 22553

If you have any questions, please contact the School Food Service Office at (540) 582-5894 Ext 1967

Sincerely,

Linda M. McGee

Linda M. McGee
Supervisor-Food Services
Spotsylvania County Schools

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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

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



SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

REQUIRED

Food Services Department SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

To save you time and effort, the information you gave on your Free and Reduced Price School Meals Application may be shared with other programs for which your children may qualify. **For the following programs, we must have your permission to share your information. Sending in this form will not change whether your children get free or reduced price meals.**

No, I **DO NOT** want information from my Free and Reduced Price School Meals Application shared with any of these programs.

If you checked no, stop here. You do not have to complete or send in this form. Your information will not be shared.

Yes, I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **Lion's Club Eyeglasses**.

Yes, I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **Summer School Fees**.

Yes, I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **AP Waivers**.

If you checked yes to any or all of the boxes above, fill out the form below to ensure your information is shared for the child(ren) listed below. Your information will be shared only with the programs you checked.

Child's Name: _____	School: _____
Child's Name: _____	School: _____
Child's Name: _____	School: _____
Child's Name: _____	School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____ Address: _____

For more information, you may call Linda M. McGee at (540)582-5894, Extension 1967.

Return this signed form with your meal application to your child's school or mail/fax to Food Service Office at 8720 Courthouse Rd., Spotsylvania, VA 22553. Fax number: (540) 582-5687.

ORGANIZATION SCHOOL INFO COMMUNICATION ENROLLMENT PARENT RESOURCES
ACADEMIC PROGRAMS ASSESSMENT & EVAL COMMUNITY INVOLVEMENT CODE OF CONDUCT
APPENDIX STUDENT INFO ACADEMIC REQUIREMENTS
FORMS ADDL INFO

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SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

REQUIRED

Dear Parent/Guardian:

The Virginia General Assembly passed legislation (HB 2372 and SB 1354) that requires the Department of Education to establish a process for the identification of uniformed connected students by local school divisions. Identifying military connected students will allow schools to target unique support services to students during all stages of transition and deployment and can be used to seek grant funding.

Please take a moment to select the appropriate option below and return this form to your student's school by September 16, 2023.

Student's Name: _____

Student's Grade Level: _____

Please check the box that pertains to your student (check only one).

- Student is **not military connected**
- Active duty:** Student is dependent of a member of the Active Duty Forces (full time) Army, Navy, Air Force, Marine Corps, or Coast Guard
- National Guard or Reserve:** Student is a dependent of a member of the National Guard or Reserve Forces (Army, Navy, Air Force, Marine Corps, or Coast Guard, National Oceanic and Atmospheric Administration (NOAA), or Commissioned Corp of the US Public Health Service)

Data collected and reported to the Department of Education will be non-identifiable and will not be used as an "accountability subgroup."

Parent Signature: _____ Date: _____

Return signed form to your child's school.

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Alternate Transportation Form

Child's Name: _____

School: _____ Grade: _____

Please fill out this form ONLY if your child's regular pick-up and/or drop-off location will be **different from your home address.

PICK-UP Location

Care Giver Name: _____

Address (REQUIRED): _____

Street Address

City State Zip

Phone Number: _____

DROP-OFF Location

Care Giver Name: _____

Address (REQUIRED): _____

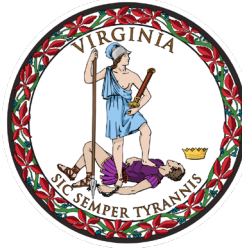
Street Address

City State Zip

Phone Number: _____

Parent Signature: _____ Date: _____

Return signed form to your child's school.



SCHOOL & DAY CARE MINIMUM IMMUNIZATION REQUIREMENTS

Effective: July 2022

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

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

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

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

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

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

ADDITIONAL INFORMATION

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

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

Rotavirus Vaccine - This vaccine is required ONLY for children less than 8 months of age. Effective July 1, 2021, 2 or 3 doses of Rotavirus Vaccine (dependent upon the manufacturer) is required.

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

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

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

For further information, please call the Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.

12VAC5-110-80. Exemptions from immunization requirements

A. Religious and medical exemptions. No certificate of immunization shall be required of any student for admission to school if:

- 1. The student or his parent or guardian submits a notarized Certificate of Religious Exemption (Form CRE 1), to the admitting official of the school to which the student is seeking admission. Form CRE 1 is an affidavit stating that the administration of immunizing agents conflicts with the student's religious tenets or practices. The form is available on the Division of Immunization website at <http://www.vdh.virginia.gov/immunization/requirements>; or*
- 2. The school has written certification on either of the documents specified under "documentary proof" in 12VAC5-110-10 from a physician, registered nurse, or a local health department that one or more of the required immunizations may be detrimental to the student's health. Such certification of medical exemption shall specify the nature and probable duration of the medical condition or circumstance that contraindicates immunization.*
- 3. Upon the identification of an outbreak, potential epidemic, or epidemic of a vaccine-preventable disease in a public or private school, the commissioner has the authority to require the exclusion from such school of all children who are not immunized against that disease.*

B. Demonstration of existing immunity. The demonstration in a student of antibodies against mumps, measles, rubella, or varicella in sufficient quantity to ensure protection of that student against that disease, shall render that student exempt from the immunization requirements contained in 12VAC5-110-70 for the disease in question. Such protection should be demonstrated by means of a serological testing method appropriate for measuring protective antibodies against mumps, measles, rubella, or varicella respectively. Reliable history of chickenpox disease diagnosed or verified by a health care provider shall render students exempt from varicella requirements.

C. HPV vaccine. Because the human papillomavirus is not communicable in a school setting, a parent or guardian, at the parent's or guardian's sole discretion, may elect for the parent's or guardian's child not to receive the HPV vaccine, after having reviewed materials describing the link between the human papillomavirus and cervical cancer approved for such use by the board.

Statutory Authority

§§ 22.1-271.2, 32.1-12, and 32.1-46 of the Code of Virginia.

Historical Notes

Derived from VR355-28-300 § 3.2, eff. August 13, 1992; amended, Virginia Register Volume 26, Issue 11, eff. March 3, 2010; Volume 32, Issue 7, eff. January 14, 2016; Volume 37, Issue 23, eff. July 5, 2021.

Website addresses provided in the Virginia Administrative Code to documents incorporated by reference are for the reader's convenience only, may not necessarily be active or current, and should not be relied upon. To ensure the information incorporated by reference is accurate, the reader is encouraged to use the source document described in the regulation.

As a service to the public, the Virginia Administrative Code is provided online by the Virginia General Assembly. We are unable to answer legal questions or respond to requests for legal advice, including application of law to specific fact. To understand and protect your legal rights, you should consult an attorney.

For more information on childhood vaccines or to request product insert information, please contact your school nurse.

House Bill 1090 Immunization Frequently Asked Questions for Parents

The Virginia General Assembly passed House Bill 1090 which effectively requires Virginia's immunization recommendations and requirements to coincide with the recommendations of the Centers for Disability Control (CDC) Advisory Committee on Immunization Practices (ACIP). To access [VDH's immunizations resources](#).

What are the changes regarding kindergarten school entry vaccination requirements?

Before children enter kindergarten they now need two properly spaced doses of the hepatitis A vaccine (HAV). The first dose should be administered at age 12 months or older. The HAV vaccine requirement is an addition to the existing kindergarten vaccine requirements according to the ACIP vaccine schedule. Prior to the law going into effect children entering kindergarten were not required to have the HAV vaccine.

With the new requirements, are students in first grade and above required to receive the HAV vaccine doses?

No, rising first grade students and above will be considered "grandfathered" and will not be required to receive the HAV vaccine doses.

If a first grade student comes to Virginia from out of state, will they be required to have the HAV vaccine doses for school entry?

No, the first grader is not required to have the Hep A series, however, it is recommended.

If a Kindergarten student presents with only one dose of the HAV vaccine on the first day of school, can the student receive a conditional enrollment?

Yes, the student can receive a conditional enrollment as long as the student has received the first dose of the HAV 2-dose series. The conditional enrollment period is 180 days.

What are the changes regarding seventh-grade school entry vaccination requirements?

Children entering seventh grade are required to present proof of their first dose of the human papillomavirus (HPV) vaccine, one booster of the tetanus, diphtheria and pertussis vaccine (Tdap), and their first dose of the meningococcal conjugate vaccine (MenACWY). All are required for both boys and girls before entering the seventh grade.

My child is entering the twelfth grade, what vaccines will they need to enter school?

If your child is entering twelfth grade, they will need to have a booster dose of the meningococcal conjugate vaccine (MenACWY).

If a rising twelfth grade student has already received a dose of the MenACWY at the age of 11, is the student required to have the second dose of the vaccine, or has the requirement been met?

The twelfth grade student would still need the MenACWY at 16 years of age or older, regardless of the MenACWY dose received at 11 years of age.

Can a student be conditionally enrolled if they do not have the required vaccinations before school starts?

In order for a student to be conditionally enrolled, the student must have proof of having received at least one **(1) dose** of each of the required immunizations and have a schedule on file to receive the remainder of the required doses within 90 days (or in the case of hepatitis A and hepatitis B, 180 days). Therefore, if the student has not received the 1st dose of the meningococcal vaccine, the student is not eligible to receive a conditional enrollment.

ADDITIONAL INFORMATION

With the new requirements, are rising eighth through eleventh grade students, required to receive two doses of MenACWY?

No, rising eighth through eleventh grade students will be considered “grandfathered” and will not be required to receive the seventh grade MenACWY dose.

If a child without any high risk conditions received a dose of MenACWY (Menactra, MenQuadfi or Menveo) vaccine at age ten years, does the child need to be revaccinated at age 11–12 years?

No. ACIP considers a dose of MenACWY given to a ten year-old child to be valid for the first dose in the adolescent series. Doses given before age ten years should not be counted. The child should receive the second (booster) dose at age 16 years as usual.

If a student is missing the HPV vaccine, will they be allowed to attend school?

A parent or guardian has the right to decide if a child receives the HPV vaccine. A student is allowed to attend school and be missing HPV. Parents are encouraged to discuss this with your healthcare provider.

Additional Forms Available Online at www.spotsylvania.k12.va.us

Gifted Screening Notification Form (for new to division students only)

Home Language Survey (for new students only)

Household Application for Free and Reduced Price Meals

Medication Request Form

Parking Permit Application

Sports Physical Form

Student Health Coverage and Accidental Insurance Information

2023-2024 Instructional Calendar

For the 2023-2024 school year Instructional Calendar, please visit the SCPS website.



Scoliosis Facts

Dear Parent/Guardian,

This letter is being sent in accordance with the Code of Virginia 22.1-273.1 which directs that each school board provide annual educational information about scoliosis to parents/guardians of students in grades five through ten.

Scoliosis is a lateral curvature of the spine. It can have adverse effects including the progressive development of poor range of motion, back pain, distortion of the position of the ribs, impaired function of the heart and lungs, unpleasant cosmetic deformities, and social and psychological problems, including poor self-image and social isolation.

Screening for scoliosis for children between the ages of 10 to 15 has been recommended because the prevalence of scoliosis begins to increase at about age 10 to 11 with the pre-adolescent growth spurt and a lateral spinal curve of 11 degrees or greater present in about 2 to 3 percent of adolescents at the end of their growth period. Progressive curves occur three to four times more frequently in girls than boys. Scoliosis tends to run in families, and if scoliosis is diagnosed, other siblings should be evaluated. It is important to have children screened for scoliosis between the ages of 10 and 15 years of age, as early detection can prevent scoliosis from progressing and can identify those in need of treatment. Signs of scoliosis can include uneven shoulders, head that is not centered, sides of the body not level with each other, and or one side of the rib cage higher than the other when bending forward.

It is recommended that now is the appropriate time to have your child screened for scoliosis by a healthcare provider, if you have concerns related to your student's spinal health. Scoliosis screening by your healthcare provider may include a medical history, physical examination of the back, chest, pelvis, legs, feet, and skin, use of a scoliometer, and or x-rays. Scoliosis treatment options vary from observation, bracing, to surgery.

For further information you may access:

<https://www.niams.nih.gov/health-topics/scoliosis#tab-overview>



Dear Parent of Students in Grades Five through Twelve:

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

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

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

Academy for Eating Disorders (AED)

<https://www.aedweb.org/home>

Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)

www.feast-ed.org

National Eating Disorders Association

www.nationaleatingdisorders.org

Toll free, confidential Helpline, 1-800-931-2237

Additional resources may be found at:

Virginia Department of Education

http://www.doe.virginia.gov/support/health_medical/index.shtml, under the section titled, Eating Disorders

What Are Eating Disorders?

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

Eating disorders affect both males and females of all ages.

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

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals
- Cooks meals or treats for others but won’t eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

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

Key things to look for around activity:

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

Physical Risk Factors:

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

Other Risk Factors:

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

If Your Child Shows Signs of a Possible Eating Disorder

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

How to Communicate with Your Child

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

A FACT SHEET FOR High School Parents



This sheet has information to help protect your teens from concussion or other serious brain injury.

What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

How Can I Help Keep My Teens Safe?

Sports are a great way for teens to stay healthy and can help them do well in school. To help lower your teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
 - Work with their coach to teach ways to lower the chances of getting a concussion.
 - Emphasize the importance of reporting concussions and taking time to recover from one.
 - Ensure that they follow their coach's rules for safety and the rules of the sport.
 - Tell your teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no "concussion-proof" helmet. Even with a helmet, it is important for teens to avoid hits to the head.

How Can I Spot a Possible Concussion?

Teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs Observed by Parents

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events *prior to* or *after* a hit or fall

Symptoms Reported by Teens

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not "feeling right," or "feeling down"

Talk with your teens about concussion. Tell them to report their concussion symptoms to you and their coach right away. Some teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that *it's better to miss one game than the whole season.*

**GOOD TEAMMATES KNOW:
IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.**



cdc.gov/HEADSUP

CONCUSSIONS AFFECT EACH TEEN DIFFERENTLY.

While most teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your teens' healthcare provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.



Plan ahead. What do you want your teen to know about concussion?

What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1, or take your teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and does not go away
- Slurred speech, weakness, numbness, or decreased coordination
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness, or agitation
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously

Teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious, and can affect a teen for a lifetime. It can even be fatal.



What Should I Do If My Teen Has a Possible Concussion?

As a parent, if you think your teen may have a concussion, you should:

1. Remove your teen from play.
2. Keep your teen out of play the day of the injury. Your teen should be seen by a healthcare provider and only return to play with permission from a healthcare provider who is experienced in evaluating for concussion.
3. Ask your teen's healthcare provider for written instructions on helping your teen return to school. You can give the instructions to your teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess a teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A teen's return to school and sports should be a gradual process that is carefully managed and monitored by a healthcare provider.

Revised January 2019

To learn more,
go to cdc.gov/HEADSUP


CDC HEADS UP





Fall 2023

September

- 1-30 Library Card Sign-Up Month
- 8 International Literacy Day
- 11 Patriot Day
- 11-17 National Arts in Education Week
- 15-30 Hispanic Heritage Month (Sept 15-Oct 15)
- 17 Citizenship Day (Constitution Day)
- 28 World School Milk Day

October

- 1-15 Hispanic Heritage Month (Sept 15-Oct 15)
- 1-31 National Principals Month
- 1-31 Computer Learning Month
- 1-31 National Bullying Prevention Month
- 1-31 National Farm-To-School Month
- 1-31 National Learning Disabilities Awareness Month
- 2 Maintenance & Custodian Appreciation Day
- 5 World Teacher's Day
- 6 Coaches Appreciation Day
- 9-15 National Fire Prevention Week
- 10-14 National School Lunch Week
- 19 VA Bus Driver Appreciation Day
- 22-26 National Bus Safety Week
- 23-31 Red Ribbon Week
- 22 Make-A-Difference Day

November

- 1-30 National Native American Heritage Month 1-30
- National Epilepsy Awareness Month 7-11 School Psychology Awareness Week 11 Veterans Day
- 13 World Kindness Day
- 14-18 American Education Week
- 16 Educational Support Professionals Day 17 National Parental Involvement Day 18 Substitute Educators Day

Winter 2023 - 2024

December

- 1-31 National Impaired Driving Prevention Month

January

- 16 Martin Luther King Jr. Day
- 1-28 National Children's Dental Health Month 1-28 National Career & Technical Education Month 1-28 School Board Appreciation Month
- 6-10 National School Counseling Week
- 20 Presidents' Day

February

- 1-28 African American History Month
- 1-30 Library Card Sign-Up Month
- 8 International Literacy Day
- 11 Patriot Day
- 11-17 National Arts in Education Week
- 15-30 Hispanic Heritage Month (Sept 15-Oct 15)
- 17 Citizenship Day (Constitution Day)
- 28 World School Milk Day

Spring 2024

March

- 1-31 National Nutrition Month
- 1-31 National Women's History Month
- 1-31 Music in Our Schools Month
- 1-31 School Social Work Month
- 1-31 Youth Art Month
- 2 Read Across America Day
- 5-11 National School Social Work Week
- 6-10 National School Breakfast Week
- 7-13 National Foreign Language Week
- 21 World Down Syndrome Day

April

- 1-30 RAACP Child Abuse Prevention-Blue Ribbon Month
- 1-30 World Autism Awareness Month
- 1-30 National Occupational Therapy Month 1-30 School Library Month (3-9 Library Week) 1-30 Month of the Military Child
- 1-5 Assistant Principals Week
- 2 Children's Book Day
- 3-7 National Assistant Principals Week
- 4 National School Librarian Day
- 16-22 National School Volunteer Week
- 22 Earth Day
- 26 Administrative Professionals Day

May

- 1-31 Asian-Pacific American Heritage Month 1-31 National Physical Fitness & Sports Month 1-31 National Mental Health Awareness Month 1 National School Principals Appreciation Day 1-5 Teacher Appreciation Week
- 2 National Teacher Appreciation Day
- 5 School Lunch Hero Day
- 10 National School Nurse Day



Spotsylvania County Public Schools 2023-2024 Instructional Calendar

Amended by School Board April 10, 2023

- New Teacher Orientation Days
- Division Professional Learning Days
- Teacher Planning & Development Days

- First Day of School
- 1/2 Day Early Release, All Schools
- 1/2 Division Professional Learning

- 1/2 Day Early Release, All Schools
- 1/2 Day Parent/Teacher Communication Day
- End of Grading Period

- Early Release Days, All Schools
- Student/Teacher Holiday
- Interim Reports/Report Cards Issued

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

- July**
28 New Teacher Professional Learning
31 New Teacher Professional Learning

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

- August**
1-8 Division Professional Learning
9 First Day of School (Transitional Only: Kindergarten, 6th & 9th)
10 First Day of School (All)

September '23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- September**
4 Student/Teacher Holiday
7 Interim Reports sent home
- October**
6 End of 1st 9-week grading period
9 Student/Teacher Holiday
10 Teacher Planning & Development; Student Holiday
12 Report Cards sent home

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

- November**
7 Division Professional Learning; Student Holiday
9 Interim Reports sent home
15 1/2 Day Early Release, All Schools; 1/2 Day Parent/Teacher Communication Day
18-26 Fall Break

November '23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- December**
19 End of 2nd 9-week grading period
19 1/2 Day Early Release, All Schools; 1/2 Day Division Professional Learning
20-1/2 Winter Break

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

Early Release Times

- 11:15 am High School
- 11:45 am Middle School
- 12:30 pm Elementary School

Inclement Weather Days

Days 1-9 will not be made up

- 1st Nine weeks - 42 days
- 2nd Nine weeks - 44 days
- 1st Semester = 86 days

- 3rd Nine weeks - 45 days
- 4th Nine weeks - 46 days
- 2nd Semester = 91 days

*Spotsylvania County School Board reserves the right to modify this calendar.

- January**
3 Teacher Planning & Development; Student Holiday
11 Report Cards sent home
15 Student/Teacher Holiday

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

- February**
1 Interim reports sent home
7 1/2 Day Early Release, All Schools; 1/2 Day Parent/Teacher Communication Day
19 Division Professional Learning; Student Holiday

February '24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- March**
8 End of 3rd 9-week grading period
8 1/2 Day Early Release, All Schools; 1/2 Day Division Professional Learning
11-15 Spring Break
18 Teacher Planning & Development; Student Holiday
21 Report Cards sent home
29 Student/Teacher Holiday

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

- April**
1 Student/Teacher Holiday
18 Interim Reports sent home

April '24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- May**
22-23 Early Release - All Schools
23 Last Day of School
End of 4th 9-weeks grading period

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

June '24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						