

PAGE COUNTY PUBLIC SCHOOLS



2020-2021 STUDENT CODE OF CONDUCT & ATTENDANCE

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SUPERINTENDENT'S MESSAGE

September, 2020

Hello Parents, Guardians and Students of TeamPCPS!

Welcome to the 2020-21 school year! One of my top priorities is to ensure our school division provides a safe, orderly, and inviting learning atmosphere for all our students and staff regardless of the instructional delivery during this unique year. Our mission each day in Page County Public Schools is to provide an engaging, encouraging, and empowering learning environment that promotes student success. Our mission could be compromised if our students and staff do not feel secure in our classrooms, in our hallways, on our buses, on our playground, or even on our new virtual or remote learning platforms. Therefore, to keep Page County Public Schools' learning environments at their optimum levels, we need them to be free of disruptions or threats so as to better support the success of all students and staff.

Thus, one of the biggest responsibilities we all share collectively as Team PCPS is in providing learning environments that are safe and healthy wherein our students can achieve and thrive so as to be successful. A strong partnership between families and schools is key to ensuring a strong foundation of communication and an understanding of expectations. This partnership will help to ensure our students have the consistent support and encouragement needed to be successful so as to reach their fullest potential both academically and behaviorally.

Per this partnership, we would ask that our families work with us to help encourage our students to do their part to maintain a safe and positive school environment, whether in person or in our virtual and remote settings, that demonstrates social responsibility and inspires student achievement. An invaluable resource to this end is Page County Public Schools' *Code of Student Conduct*.

The *Code of Student Conduct* provides the basic rules, standards and expectations of all Page County students regarding attendance, student behavior and conduct in various school settings and activities. To ensure parents/guardians are active partners in promoting a safe and supportive learning environment, we need you to be familiar with the *Code of Student Conduct*. We ask that you review and discuss the information with your student. There are a few things that have been changed from last year to accommodate our new school scheduling and instructional delivery formats so we ask that you carefully review it again in its entirety to be sure nothing is overlooked. This is an important first step toward student success in our partnership.

As educators, we will be responsible for communicating with our parents/guardians any concerns regarding behavior and/or additional supports needed for their student(s) success. As parents/guardians, we ask that you communicate any situations or issues that may affect his/her behavior as well as strategies that could help the staff within the schools work effectively with your child.

This year we have our PCPS PRIDE Core Values: Persistence, Responsibility, Integrity, Diversity, and Excellence. As such, each student has a responsibility for his/her learning as well as his/her conduct that includes not infringing upon the rights of others. We are asking that our PCPS families take an active role in helping their children - our students - understand this responsibility. And we thank you for your support in helping us keep our schools safe and healthy.

Thank you for being our partner on your child's educational journey! We are TeamPCPS!

Sincerely,



Dr. Wendy González
Superintendent of Page County Schools

1.0 **PARENTAL RESPONSIBILITY AND INVOLVEMENT REQUIREMENTS**

Parental involvement is an essential element in effective education. Studies show that two factors are necessary to improve learning: 1) a sound instructional program and 2) consistent involvement of parents and other influential adults. It is, therefore, the policy of Page County Public Schools to seek avenues that allow families and the community to be involved in the education of our children. We recognize that the term “parent” refers to any adult—mother, father, older sibling, aunt, uncle, grandparents, guardian, or mentor—who plays a significant role in the care of a student or students enrolled in our schools. Although parental involvement is the specific focus of this policy, it is recognized that all those concerned with the education of students must work together cooperatively to meet the needs of students. Schools have the responsibility to involve parents and parents have the responsibility to become involved in the school.

Parental involvement efforts start with a free flow of information about the school system to our community at large. This has been facilitated by the posting of School Board Meeting Agendas and subsequent actions on BoardDocs, the publication of two widely circulated community newsletters per year, and the willingness of the local paper to spotlight individual schools on a regular, rotating basis. Opportunities for involvement are strengthened through the formal appointment of parents and interested community members to critical committees, including the Special Education Advisory Committee, the Gifted and Talented Advisory Committee, the Strategic Six Year Plan Committee, the Facilities Use Policy Committee, the Title I District Advisory Council, and the Page County Education Foundation.

Individual schools encourage parents to work as partners in their children’s education and offer a variety of opportunities to address the diverse needs of working parents. Volunteer efforts are encouraged and take the form of everything from direct classroom assistance and mentoring to participation in PTAs and booster organizations. Each school offers unique opportunities. All ten schools stress the importance of direct contact with parents by teachers and this contact is a part of every teacher’s annual performance review.

Title I parent involvement begins with information about the program which is shared at the Parent Meeting early in the year. The Parent Compact spells out both the responsibility of the school and the parent in forming the partnership that is critical to student success. Frequent feedback concerning the status of academic goals, the opportunity for parent/teacher conference, and parent workshops connect parents to what is going on in the classroom. Parent newsletters in both English and Spanish provide parents with concrete tips on how to support the education efforts that start in school.

PAGE COUNTY SCHOOLS STUDENT CODE OF CONDUCT & ATTENDANCE

PARENT SIGNATURE FORM

In order to ensure that all students attending Page County Public Schools receive the full benefit of their education, the emphasis of this *Student Code of Conduct & Attendance* is placed upon the right of all responsible students to accept the challenge to learn. The *Student Code of Conduct & Attendance* specifically outlines the major categories of behavior and states subsequent consequences which may occur as the result of misconduct:

Attendance, Behavior, Integrity, Chemical Abuse, Dangerous Objects, Firearms, Explosives, Arson, Bomb Threats, Dress Code, Fighting, Pupil Transportation, School Bus Safety and Discipline, Teacher Removal of Students from Class, Bus Discipline, Teacher Responsibilities, Tobacco Products, Trespassing, Vandalism, Internet/Computer System Acceptable Use Policy, Appeals Process for All Disciplinary Actions, and, Virginia Statutes. Regarding school attendance, the following is an excerpt from VA CODE § 22.1-254:

Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article. Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent, or provide for home instruction of such child as described in § 22.1-254.1.

We strive for Page County to continue to be one of the finest school divisions in the Commonwealth of Virginia. In order for that to take place, we will need the involvement and support of parents and guardians. The role of the home and parents is strongly emphasized in this *Student Code of Conduct and Attendance*. Cooperation between the home and school will help reduce misunderstandings and differences which can undermine the education process.

We ask that parents assist us by reading and discussing this *Student Code of Conduct & Attendance* with your child. Make sure that your child fully understands this section and all contents of the PCPS Code of Conduct. The Page County Public Schools *Student Code of Conduct & Attendance* can be found online at eclipse.pagecounty.k12.va.us under Handbooks/Policies. If you have any questions concerning this *Student Code of Conduct & Attendance*, please do not hesitate to contact your child's principal. The principal will explain the rules to students during the first few days of school. If you desire to have a hard copy of this document, please ask your school principal and he/she will gladly provide you with one.

I understand that I, as parent or guardian of _____, am responsible for understanding
(Please Print Student's Name)

and then reviewing the *PCPS Student Code of Conduct and Attendance* (**especially sections 2.0 through 3.4 regarding school attendance**) with my child. If I would like to have a hard copy of this document, I will ask my child's principal for a copy and I will immediately be provided with one.

Signature of Parent or Guardian

Date

PLEASE
NOTE:

STATE LAW REQUIRES THAT PARENTS OR GUARDIANS SIGN THIS
FORM ACKNOWLEDGING THAT THEY HAVE REVIEWED A COPY OF THE
STUDENTCODEOFCONDUCTANDATTENDANCE. PLEASE RETURN
SIGNED FORM TO THE SCHOOL OFFICE.

THIS FORM WILL BE FILED IN STUDENT'S SCHOLASTIC RECORD

2.0 **PAGE COUNTY PUBLIC SCHOOL’S ATTENDANCE POLICY – GENERAL & COVID-19 MODIFICATIONS**

The Commonwealth of Virginia requires that all persons attend school until they reach the age of eighteen and that parents are required to cause their child to attend school. A good attendance record is an indication that an individual is willing to accept responsibility, exert self-discipline, and develop good work habits necessary for success in school, at work, and in life and regular attendance is the first step to academic success. Students who are frequently absent miss instruction in key concepts and skills. We ask that parents set the tone for their child by encouraging good attendance and by communicating that school is their child’s job and therefore, his or her responsibility every day.

Due to the Governor’s proclamations and orders related to the Covid-19 Pandemic, CDC Guidelines, the VDOE regulations and recommendations provided in their document entitled, “Recover, Redesign, and Restart, 2020,” and Page County Public Schools as part of our Return to Learn Plan, will implement the following with regard to attendance for the 2020/2021 school year:

- Each student’s attendance will be coded by his or her home school every day.
- Students will be coded as either “Hybrid” or “Remote” students.
- Remote students will be coded as “present” each day. However, the following will take place if no work is turned in to the student’s teacher:
 1. The teacher will call the parent/guardian to inquire about the situation and to help the parent engage with the student so that the schoolwork is turned in.
 2. If the student continues to not turn work in, the teacher will communicate this fact to school administration.
 3. School administration will contact the parent/guardian to assess the situation and assist the parent/guardian with having the student complete and turn the schoolwork in to his/her teacher.
 4. If the Remote student continues to not turn work in to his/her teacher, the school administrator will refer the student to the PCPS Attendance Coordinator.
 5. The PCPS Attendance Coordinator will refer the student to the PCPS Remote Learning Specialist who will contact the parent/guardian in order to assess the situation, make recommendations to the parent and school, and facilitate remote schoolwork completion by the student.
 6. If schoolwork is still not completed, the PCPS Attendance Coordinator and the PCPS Remote Learning Specialist will work with staff from the child’s school, the parent, and student to complete a School Attendance/Remote Schoolwork Completion Plan.
 7. After this plan is created, each additional day of no schoolwork turned in will be coded as an unexcused absence and the normal truancy process as outlined in this document will occur.
- As the Virginia Department of Education continues to define and publish regulations regarding school attendance for the 2020-2021 school year, the PCPS Attendance Policy will be revised and modified in order to be in alignment with VDOE guidance.

2.1 EXCUSED ABSENCES

Examples of **excused absences** include; medical/dental reasons, a death in the family, legal appointments, religious holidays, and prearranged situations arranged with the school principal or other emergencies discussed with and approved by the principal. **In this regard, the principal will consider the nature of the specific request of the parent, number of prior excused and unexcused absences, past and current grades as well as the student's discipline record when making decisions about whether to excuse these "prearranged situations."**

2.2 UNEXCUSED ABSENCES

Examples of **unexcused absences** include; personal business, not having a note, oversleeping, haircuts, shopping, failure to catch the school bus, failure of private transportation, etc. An unexcused absence is an act of truancy and is a violation of school rules which may require school disciplinary action. An absence "without parental awareness and support" will be considered an "unexcused" absence. Court action may be taken if unexcused absences become excessive (see section 3.3).

3.0 ELEMENTARY, MIDDLE AND HIGH SCHOOL ATTENDANCE POLICY

The elementary, middle schools and high schools record all student absences. This record is part of each student's permanent school record. Absences are recorded for students absent for the entire school day as well as for students who are absent for any specific class period. In this regard, if a student must be absent from school, a parent or guardian needs to telephone their child's school prior to 9:30 a.m. on the day of the absence and state the reason for the child's absence. If word has not been received from the home concerning the absence, the school will make every attempt to contact the parent or guardian of each student by phone at their home and/or their place of employment. **Whether or not contact with a parent or guardian is able to be made by the school in order to verify the absence, the student must present a note to the school secretary upon his or her return to school.** Failure to provide a note, even for an excused absence communicated over the phone from the parent or guardian, within 3 days of an absence will result in the absence being coded as "unexcused."

3.1 EXCESSIVE EXCUSED AND UNEXCUSED ABSENCES

After a student has 5 unexcused absences or a total of 15 absences of any type (excused, unexcused or a combination of both) for an entire day or from a specific block or class, school administration shall require that the parent/guardian of the student meet with the school principal or assistant principal and other school level staff for an Attendance Improvement Plan Meeting. As part of the development of this plan, after discussing the reasons for the student's excessive absences, school administration may require the parent(s) and student to use the PCPS MEDICAL EXCUSE FORM for all future absences. This form will document the date of any future doctor visits, the exact dates that it was *medically necessary* for the student to be out of school, and this form will be signed by the doctor. In addition, the parent will be asked to sign a Release of Information Form so that the student, family, physician and school staff can work together to create a successful plan for attendance improvement. In this regard, if required by school administration, **the parent must have the student's doctor complete the PCPS**

MEDICAL EXCUSE FORM for each “all day” absence or each absence from a “specific block or class” from that point on. In addition, the parent will be responsible for submitting this form to the student’s school within three days of the student’s return to school in order for staff to be able to code the absence as excused. Additional absences that are not excused by a physician using the PCPS MEDICAL EXCUSE FORM will be coded as unexcused and will result in additional school level meetings and/or court interventions being initiated by the school system against the parent and/or student as described in Section 3.3 of this document. Students with excessive excused and unexcused absences may also receive sanctions within each individual school’s positive attendance reward program.

3.2 EXCESSIVE UNEXCUSED ABSENCES - PARENTAL COOPERATION

It is expected that parents will cooperate with the attendance coordinator and other school officials to remedy the student attendance problems. Where direct contact with a parent cannot be made, despite reasonable efforts, or where parents otherwise fail to cooperate in remedying the student’s attendance problem (including not sending notes to the school explaining the reason for each absence), the superintendent or the superintendent’s designee may seek immediate compliance with the compulsory school attendance laws. The attendance coordinator, with the knowledge and approval of the Superintendent, shall institute proceedings against any parent who fails to comply with the requirements of the compulsory attendance laws. Where the complaint arises out of the parent’s failure to comply with the requirements of § 22.1-258, the attendance coordinator shall document the school division’s compliance with this Code section.

3.3 Chapter 730 Virginia Administrative Code. Regulations Governing the Collection and Reporting of Truancy-Related Data and Student Attendance Policies:

8VAC20-730-20 - Unexcused Absences Intervention Process and Responsibilities.

A. Each local school board shall provide guidance regarding what would constitute an excused absence in order to address when the explanation provided by the parent will be determined to be reasonable and acceptable.

B. Each local school board shall develop procedures to ensure that appropriate interventions will be implemented when a student engages in a pattern of absences less than a full day, the explanation for which, if it were a full-day absence, would not be deemed an excused absence.

C. The following intervention steps shall be implemented to respond to unexcused absences from school and to engage students in regular school attendance.

1. Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, the school principal or designee, attendance officer, or other school personnel or volunteer will notify the parent by phone or email or any other electronic means to obtain an explanation. The school staff shall record the student's absence for each day as "excused" or "unexcused." Early intervention with the student and parent or parents shall take place for repeated unexcused absences.

2. When a student has received five unexcused absences, the school principal or designee or the attendance officer may make a reasonable effort to ensure that direct contact is made with the parent. The parent shall be contacted in a face-to-face conference, by telephone, or through the use of other communication devices. During the direct contact with the parent and the student (if appropriate), reasons for nonattendance shall be documented and the consequences of nonattendance explained. An attendance plan shall be made with the student and parent or parents to resolve the nonattendance issues. The student and parent may be referred to a school-based multi-disciplinary team for assistance implementing the attendance plan and case management.

3. The school principal or designee or the attendance officer may schedule a face-to-face attendance conference, or an interaction that is conducted through the use of communication technology, within 10 school days from the date of the student's sixth unexcused absence for the school year. The attendance conference must be held within 15 school days from the date of the sixth unexcused absence. The conference shall include the parent, student, and school personnel (which may be a representative or representatives from the multi-disciplinary team) and may include community service providers.

4. The school principal or designee shall notify the attendance officer or division superintendent of the student's seventh unexcused absence for the school year. The division superintendent or designee may contact the Juvenile and Domestic Relations Court intake to file a complaint alleging the student is a child in need of supervision (CHINSup) or to institute proceedings against the parent. In addition to documentation of compliance with the notice provisions of § 22.1-258 of the Code of Virginia, all records of intervention regarding the student's unexcused absences, such as copies of the conference meeting notes, attendance plan, and supports shall be presented to the intake worker.

D. A record shall be maintained of each meeting that includes the attendance plan, the name of individuals in attendance at each conference meeting (including via telephone or electronic devices), the location and date of the conference, a summary of what occurred, and follow-up steps.

8VAC20-730-30 - Data Collection and Reporting

Data collection shall begin on the first day students attend for the school year. Each school division shall provide student level attendance data for each student that includes the number of unexcused absences in a manner prescribed by the Virginia Department of Education. A student's attendance is cumulative and begins on the first official day of the school year or the first day the student is officially enrolled. All nonattendance days are cumulative and begin with the first absence. For purposes of this data collection, truancy shall start with the first unexcused absence and will be cumulative. Excused and unexcused absences shall be counted for each individual student and shall be reported to the Virginia Department of Education as follows:

1. All excused and unexcused absences as defined in this chapter for each individual student shall be collected.

2. For each student with five unexcused absences, whether an attendance plan was developed, and if not, the reason.
3. For each student with six unexcused absences, whether an attendance conference was scheduled, and if not, the reason.
4. For each student with six unexcused absences, whether an attendance conference was actually held, and if not, the reason.
5. For each student with seven unexcused absences, whether a court referral was made or if proceedings against the parent or parents were initiated and, if not, the reason.

8VAC20-730-10 - Definitions

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Attendance conference" means a face-to-face meeting, or an interaction that is conducted through the use of communication technology, at a minimum, after the sixth unexcused absence among school staff, parents, and student. The conference may include community representatives to participate in resolving issues related to nonattendance and revisions to the current attendance plan if necessary.

"Attendance plan" means a plan developed jointly by a school representative, such as a school principal or his designee or attendance officer; parent; and student to resolve the student's nonattendance and engage the student in regular school attendance. The plan shall identify reasons for nonattendance and academic, social, emotional, and familial barriers that impede daily attendance along with positive strategies to address such reasons and impedances and support regular attendance. This plan may include school-based activities or suggested referrals to community supports, or both.

"Court referral" means filing a complaint to the Juvenile and Domestic Relations Court after the student's seventh unexcused absence. Documentation of interventions regarding the student's unexcused absences, such as copies of the attendance plan and documentation of conference meetings, and compliance with § 22.1-258 of the Code of Virginia will be provided to the intake worker. "Excused absence" means an absence of an entire assigned instructional school day with a reason acceptable to the school administration that is provided by the parent. If circumstances permit, the parent should provide the school administration with the reason for the nonattendance prior to the absence. Examples of an excused absence may include, but are not limited to, the following reasons: funeral, illness (including mental health and substance abuse illnesses), injury, legal obligations, medical procedures, suspensions, religious observances, and military obligation. Expelled and suspended students continue to remain under the provisions of compulsory school attendance as described in § 22.1-254 of the Code of Virginia. An absence from school attendance resulting from a suspension or expulsion may be considered excused for the period of the suspension or expulsion.

"Instructional school day" means the length of a regularly scheduled school day for an individual student.

"Multi-disciplinary team" means a school-based team that may be convened to review student records and to participate in prevention, early intervention, and provision of support services to address unexcused absences, including school-based case management. These services should address academic, social, emotional, and familial issues in order to improve regular school attendance. Team members may include, but are not limited to, the following: an administrator, school counselor, social worker or psychologist, student assistance specialist, special education and regular education teacher, and attendance officer.

"Parent" means the parent or parents, guardian or guardians, legal custodian or legal custodians, or other person or persons having legal control or charge of the student.

"Truancy" means the act of accruing one or more unexcused absences.

"Unexcused absence" means an absence where (i) the student misses his scheduled instructional school day in its entirety and (ii) no indication has been received by school personnel within three days of the absence that the student's parent is aware and supports the absence, or the parent provides a reason for the absence that is unacceptable to the school administration. The school administration may change an unexcused absence to an excused absence when it determines that the parent has provided an acceptable reason meeting criteria for the student's absence or there are extenuating circumstances.

In addition to court interventions, students who are found to be in violation of Virginia's Compulsory Attendance Law may also receive one or more of the following school-based disciplinary actions:

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

Lastly, the Code of Virginia (HB 1826) provides for the suspension of the driver's license by the court of any student who has 10 or more unexcused absences from public school on consecutive days.

3.4 STUDENTS ARRIVING TARDY TO SCHOOL OR TO SPECIFIC CLASSES – CATEGORY A

Any student tardy to school must report to the office with their parent or with a written note signed by a parent or guardian explaining the reason for being late to school. If a note at the time is not possible, the tardy will be coded as unexcused. However, if the note is presented to the office the following day the tardy will be changed to "excused" in the school's database if the explanation in the note meets the "excused" criteria discussed in section 2.1 of this document.

Recommended Disposition with regard to Tardy to School:

- ❖ 3 unexcused tardies to school: letter to parent from school
- ❖ 5 unexcused tardies to school: letter and phone call to parent from school
- ❖ 10 unexcused tardies to school: 1 lunch detention, meeting with parent, poor school standing
- ❖ 13 unexcused tardies to school:
 - suspension of driving privileges for 3 days (exception of middle schools)

- 3 days of lunch detention
- ❖ 16 unexcused tardies to school:
 - 5 days of lunch detention
 - Poor school standing
 - Suspension of driving privileges for 5 days
 - poor school standing
- ❖ 20 or more unexcused tardies to school:
 - 1 day of ISS
 - 2 week suspension of driving privileges (exception of middle schools)
 - Meeting with parent, principal and PCPS Attendance Coordinator to resolve problem (possibly with court intervention)
 - poor school standing

At the elementary school level, the following steps will be taken with regard to student tardiness:

- ❖ 5 unexcused tardies to school: letter and phone call to parent
- ❖ 10 unexcused tardies to school: meeting with principal to resolve the difficulty
- ❖ More than 10 unexcused tardies to school: referral to Page County Attendance Coordinator

Recommended Disposition with regard to Tardy to Single Classes:

1st Offense (3 tardies):

- Teacher conference with student

2nd Offense (5 tardies):

- Parent contact by teacher
- Instructional pullout during lunch C

3rd Offense (8 tardies total in all classes):

- Administration conference with student
- Lunch detention (length determined by Administration)

Subsequent Offenses:

- Administration conference with parent and student
- ISS (length determined by Administration)
- PSS (length determined by Administration)

If a parent chooses to provide transportation to and from school for their child who attends elementary, middle or high school, the parent is legally responsible for getting the student to school on time each day. If the student is chronically late to school, **Page County Public Schools may be required to institute legal proceedings against the parent pursuant to VA Code § 18.2-371 or § 22.1-262.**

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

3.5 EARLY DISMISSAL - STUDENTS WHO LEAVE SCHOOL EARLY ARE REQUIRED TO LEAVE SCHOOL PROPERTY

Students are not permitted to leave school before their school day is completed unless they are approved in the office and properly signed out. Students who expect to leave early must bring in a note or signed statement from their parent giving a reason for the early dismissal, the time for dismissal, and the telephone number where the parent can be contacted. If transportation is by someone other than the parent this should be noted. This statement should be taken to the office between 8:00 and 8:20 a.m. The student's note will be collected and the student's name will be put on the Daily Morning Bulletin with the time of departure. If the student did not take a note to the attendance office between 8:00 and 8:20 a.m. and his or her name is not on the Morning Bulletin, the student will need to report to the main office to sign out when it is time for him or her to leave the school building. A parent will then need to be contacted before the student can be released.

If the student is leaving early from school in a habitual manner and picked up from school by the parent or with the parent's permission, **Page County Public Schools may be required to institute legal proceedings against the parent pursuant to VA Code § 18.2-371 or § 22.1-262.**

3.6 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 pupil. Students shall be released only on request and authorization of parent or guardian. The superintendent shall provide procedures for release of pupils who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system shall be maintained in each school.

3.7 ON SCHOOL GROUNDS DURING AN ABSENCE

Students absent from school are not to be on school grounds without permission from school administration. If a student who is absent from school comes onto school property during the school day without appropriate permission or without their parent or guardian, this act will be treated as a failure to follow school policy and that student will receive at minimum, 1 day of in-school suspension.

3.8 STUDENTS LEAVING SCHOOL PROPERTY AND/OR SKIPPING CLASS

Once a student arrives on school property, he or she may not leave the premises without permission from school administration prior to the end of the regularly scheduled school day. Students who leave school property without permission and/or fail to report to their assigned location during the school day will be referred to the School Principal, Assistant Principal, or Designee who will choose one or more of the following disciplinary actions:

3.9 STUDENT ILLNESS

Students that become ill or injured and need to leave school should report to the clinic. In this

case, parents will be contacted before a student will be released early from school (also see serious illness or injury procedure in parent/student handbook).

3.10 ATTENDANCE REPORTING

Student attendance shall be monitored and reported as required by state law and regulations. At the end of each school year, each public school principal shall report to the Superintendent the number of pupils by grade level for whom a conference was scheduled pursuant to Part II (B) above. The Superintendent shall compile this information and provide it annually to the Superintendent of Public Instruction.

3.11 COMPULSORY SOL REMEDIATION ATTENDANCE

Students not passing SOL tests will be required to attend remediation services. This may include the following: summer school, after-school remediation during the school year or remedial classes during the regular school day. Students refusing to attend any remediation classes may forfeit their right to participate in extra-curricular activities.

3.12 MAKE UP WORK NEEDED DUE TO ABSENCES

Any student absent from class is required to make up all work missed whether excused or unexcused. Students should obtain all homework assignments prior to leaving the building on the day before a known or preplanned absence will occur. It is the responsibility of the student and the parent to request assignments for the day the student is out unexpectedly so that he/she may keep up with the class work. Assignments should be requested before 10:00 a.m. on the day the parent will pick up the work so that there is ample time to gather up all the school work needed. Parents are requested to pick up the assignments later in the day between 3:10 p.m. and 3:30 p.m. In addition, grades for school work made up due to unexcused absences may be reduced depending on the teacher's requirements. A student and parent's failure to request make up work and to schedule make up work timeframes with his or her teacher for excused and unexcused absences can result in the student receiving a zero grade for the assignments not completed.

3.13 EXTRACURRICULAR ACTIVITIES ON THE DAY OF THE ABSENCE

Students must be in attendance all day in order to participate in any after school extra-curricular activity. For over the weekend school activities, students must also be in attendance for the entire school day on the Friday prior to the activity. However, exceptions may be made if the specific absence has been discussed with and approved by the school principal prior to the student missing any time in school in accordance with each school's student and athletic handbooks.

3.14 ATTENDANCE REQUIREMENTS BY CLASS

Page County Tech Center, dual enrollment, and/or honors courses may have more stringent attendance requirements than state law and local policy. These more stringent attendance requirements will be stated in each specific course syllabus and students are expected to meet these requirements. For example, classes that lead to a nursing diploma or a certificate of

completion in a technical area have attendance requirements that are set by teacher and school principal. In this regard, in many of these classes there are a specific number of seat time hours required in addition to the completion of the actual class and homework. If these attendance hours are not met, students will not receive a passing grade or credit for the class.

3.15 STUDENTS LEAVING SCHOOL EARLY (EARLY DISMISSAL)

- 3.15.1 Students are not permitted to leave school before their school day is completed unless they are approved in the office and properly signed out. Students who expect to leave early must bring a note or signed statement from their parent giving a reason for the early dismissal, the time for dismissal, the telephone number where the parent can be contacted, and a doctor or dentist appointment card. If transportation is by someone other than the parent this should be noted. This statement should be taken to the attendance office between 8:00 and 8:20 am. The student's note will be collected and the student's name will be put on the Daily Morning Bulletin with the time of departure (middle and high schools). If the student did not take a note to the attendance office between 8:00 and 8:20 a.m. and his or her name is not on the Morning Bulletin, the student will need to report to the main office to sign out when it is time for him or her to leave the school building. A parent will then need to be contacted before the student can be released.
- 3.15.2 As indicated in in 3.9 of this document, students that become ill or injured and need to leave school should report to the clinic. In this case, parents will be contacted before a student will be released early from school.
- 3.15.3 Students in approved Work Study Programs may qualify for Early Dismissal. Other students receiving special permission for justifiable reasons approved by the Superintendent's Office may be also be scheduled for Early Release. Early Released students must exit the school premises at the time designated. Remaining at school or on school grounds is not permitted and any exceptions need to be approved by the administration. School Administration and the Work Study Coordinator must approve Work Study students for early release. These students must have a Work Study Agreement on file and they must adhere to the terms of their contract.
- 3.15.4 As indicated in 3.8 of this document, once a student arrives on school property, he or she may not leave the premises without permission from school administration prior to the end of the regularly scheduled school day. Students who leave school property without permission and/or fail to report to their assigned location during the school day will be referred to the Assistant Principal who will choose one or more of the following disciplinary actions:

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

4.0 BEHAVIOR CODE

Student conduct affects the learning environment of all students. In order to maintain a positive learning environment students are expected to follow the behavioral guidelines outlined in this section. Also students and parents should be aware of certain behaviors at school and in the community which may affect their academic progress and school privileges.

4.1 BEHAVIOR AT SCHOOL/SCHOOL SPONSORED EVENTS

The expectations for student behavior on school property, on school buses, at bus stops, and at school-sponsored events and all extracurricular activities are listed on the following pages. Day and overnight school sponsored events and activities where exceptional behavior is expected include, but are not limited to; school field trips, off campus learning experiences whether it's an extended day or overnight school sponsored event or activity for any and all student groups, classes, clubs, activities, organizations, and academic or athletic teams. For any events that require overnight accommodations, students are expected to adhere to all school rules and expectations related to curfews, travel and hotel accommodations as well as directions for attending events in groups, pairs, etc. and any other directions given by the sponsor, teacher, coach, and/or administrator. These expectations also include the requirement that athletes strictly abide by the Athletic Parent and Student Handbook that all parents and athletes sign each year. This handbook describes in even more specific detail appropriate behavior related to attendance, overall behavior and demeanor, curfew, sportsmanship, team travel (hotels and vehicles), alcohol and substance abuse, and hazing. It is important that students and parents have a clear understanding of the Page County Public Schools Code of Conduct so that all students may have the opportunity to learn and participate in a safe, non-disruptive environment while participating in extra-curricular and academic activities off-campus and at school both day and night.

4.2 SERIOUS MISBEHAVIOR THAT OCCURS IN THE COMMUNITY

If the Juvenile Probation Officer notifies the superintendent that a student has been charged with a crime, which could have resulted in injury to others, possession of weapons, alcohol, drugs, or causing intentional injury to others (even if the alleged crime occurred off school property), the School Board may require the student to attend alternative education pending disposition of the case by the courts. Students who are found guilty by the courts of serious crimes (even if the alleged crime occurred off school property) may face long-term suspension, expulsion or alternative placement. In addition, Section 22.1-279.4 of the *Code of Virginia* as well as additional, related regulations developed by the Office of the Attorney General; indicate that juveniles may be prosecuted as adults for the commission of certain crimes.

4.3 FELONY CHARGES

Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/intervention activities.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

5.0 INTEGRITY

5.1 ACADEMIC INTEGRITY

Page County Public Schools recognizes that academic integrity and the concept of intellectual property are critical to the values of our schools and our community. Therefore, we strive to cultivate an environment that supports the safeguard of honesty as it relates to the use of ideas, as well as the demonstration of understanding. Academic Integrity is defined as the practice of students performing their work and completing their assignments within the guidelines set down by teachers. It includes avoiding the representation of someone else's ideas as original and responsibly documenting the ideas of others in all formats. Teachers will accept the responsibility of providing clear guidelines for what is acceptable help from others, as well as clear requirements for the submission of research-based work and acceptable documentation practices, including research guidelines and format for Works Cited and Works Consulted.

5.1.1 Specific Prohibited Behaviors with Regard to Academic Integrity

- a. Cheating – Cheating includes the actual giving or receiving of any unauthorized assistance or the actual giving or receiving of unfair advantage of any form of academic work.
- b. Plagiarism – Plagiarism includes the copying of the language, structure, idea and/or thought of another and representing it as one's own original work.
- c. Attempts – Attempts toward completion of any act described above would constitute a violation and may be punishable to the same extent as if the attempted act had been completed.

5.1.2 Consequences and Dispositions with Regard to Academic Integrity

Principals will apply consequences and dispositions in accordance with the age and developmental stage of the student, and will take into consideration all circumstances surrounding each incident

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

5.2 PERSONAL INTEGRITY

Specific Prohibited Behaviors with regard to Personal Integrity

- a. Falsification – a verbal or written statement of any untruth.
- b. Stealing – Stealing includes acquiring another's possessions without right or permission.
- c. Attempts – Attempts toward completion of any act described above would constitute a violation and may be punishable to the same extent as if the attempted act had been completed.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses,

and Categories for Behavior Descriptors and Responses).

6.0 CHEMICAL ABUSE

No person may possess, use, manufacture, sell or distribute “alcohol, drugs, and other substances,” nor use or possess paraphernalia for the purposes of illicit/inappropriate drug use, at any time, on school property, building and grounds, in school-sponsored vehicles or at school sponsored events at other sites. The terms “alcohol, drugs, and other substances” shall be construed to refer to all substances in all forms, including, but not limited to: alcohol and alcohol-containing beverages, all forms of tobacco, inhalable substances (including gases, solvents and solvent-based products, butane, propane, electronic and/or vapor cigarettes, adhesives and similar products), marijuana, cocaine/crack, LSD, PCP, amphetamines, heroin, methadone, scheduled narcotics, steroids, herbal stimulants, herbal/”natural” euphorants, all *look-alike products*, and any substances commonly referred to as “designer drugs.” The inappropriate and/or illegal use of prescription or over-the-counter preparations is prohibited. Possessing, using, or having evidence of prior use of illegal chemicals, alcohol, “look-alike” drugs, (including “look-alike” marijuana), any drug not prescribed for the student by a licensed prescriber, or any substance represented as a drug; or possession or use of drug paraphernalia on school grounds or at any school related event is prohibited. This policy will be implemented in grades 6-12. Students in grades K-5 will be considered on an individual basis. **All prescription or over-the-counter drugs needed by the student for medical reasons must be taken to the main office by the parent accompanied by a note from a physician or parent (VA Code 22.1-277.08).**

Va. Code 22.1-277.08 – Expulsion of students for certain drug offences

- A. School boards shall expel from school attendance any student whom such school board has determined, in accordance with the procedures set forth in this article, to have brought a controlled substance, imitation controlled substance, marijuana as defined in § 18.2-247, or synthetic cannabinoids as defined in § 18.2-248.1:1 onto school property or to a school-sponsored activity. A school administrator, pursuant to school board policy, or a school board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. A school board may, by regulation, authorize the division superintendent or his designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Such regulations shall ensure that, if a determination is made that another disciplinary action is appropriate, any such subsequent disciplinary action is to be taken in accordance with the procedures set forth in this article. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.
- B. Each school board shall revise its standards of student conduct to incorporate the requirements of this section no later than three months after the date on which this act becomes effective (1998, c. 655; 1999, cc. 706, 732, Va. Code 22.1-277.01:1; 2001, cc.688,820).

6.1 POSSESSION, DISTRIBUTION OR ATTEMPTED DISTRIBUTION OF DRUGS (WHETHER SALE OR GIFT), TRANSPORTING OR CARRYING ILLICIT DRUGS ONTO SCHOOL PROPERTY, AND BRINGING SUCH SUBSTANCES TO SCHOOL-SPONSORED ACTIVITIES (22.1-277.08):

If a student engages in any of the activities indicated in 6.0, the following disciplinary consequences will be initiated:

- ❖ Poor school standing.
- ❖ 10 days suspension from school and suspension of extra-curricular activities (**Principals may use discretion when assigning the number of days of suspension and when providing other disciplinary actions for violations of policy on possession of legally prescribed medications inadvertently brought to school**).
- ❖ Referral to a community based Drug Awareness, Intervention, and/or Counseling Program. Student must complete this program in order to return from expulsion or to return to “good school standing.”
- ❖ Referral to the Superintendent for a Disciplinary Hearing in order to review all possible disciplinary consequences including long term suspension, expulsion, and Alternative Education.
- ❖ Report to Law Enforcement Agency for appropriate legal action.
- ❖ **Any student who possess, uses, manufactures, sells or distributes “alcohol, drugs, and other substances” on school property as described in section 7.0 above or is intoxicated by any of these substances on school property during their 12th grades year, will not be permitted to participate in their high school’s June graduation ceremony. Students who engage in the same infraction(s) during their 9th, 10, and/or 11th grade year(s) may receive the same disciplinary consequence. However, the decision about graduation participation for these students will be made by the Page County Public Schools Superintendent and the Page County School Board on an individual basis.**

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

7.0 DANGEROUS OBJECTS, FIREARMS, EXPLOSIVES, ARSON, AND CHEMICALS

Each student has the right to learn in an environment which respects the safety and well-being of all students. The following categories are considered extremely serious violations which threaten a suitable and safe learning environment. Violation of any of the below may result in an immediate recommendation for expulsion.

7.1 DANGEROUS OBJECTS

This means the possession or use of items commonly understood to be inappropriate to typical school activities, such as; machetes, brass knuckles, switchblades, any size knife (a knife with a blade of more than 3 inches is considered a “firearm” by the state of Virginia), Chinese stars, ammunition, etc. Also included would be the misuse of acceptable objects in a manner which endangers a person’s safety or health. This may include toy or “look-a-like” weapons.

7.2 FIREARMS

Whether loaded or unloaded (which may include an unloaded firearm in a closed container), operative or inoperative, the possession or use of a firearm on any school property or during any school activity is prohibited unless specifically authorized by school officials. A “Firearm” includes any stun weapon, knife with a blade of more than 3 inches, pistol, revolver, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material, dirk, bowie knife, switchblade, knife, ballistic knife, machete, razor, slingshot, spring stick, metal knucks, or blackjack, nun chuck, fighting chain or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart) see Va. Code ❖ Ann.22.1-277-07 (E) 18.2-308.1.

7.3 PNEUMATIC GUNS

Pneumatic guns which include, paint ball guns, pellet guns, BB guns, and CO2 air pistols are not considered to be firearms. Possession or use of a pneumatic gun is prohibited unless specifically authorized by school officials. Possession includes storage in a vehicle, locker, or other receptacle. The improper use of a starter or “look-a-like” pistol is specifically prohibited.

7.4 EXPLOSIVES

The possession or use of any item or material considered to have the capacity to create an explosion is prohibited unless specifically authorized by school officials.

7.5 ARSON

The use or the intent to use any material which may result in a fire on school property is prohibited unless specifically authorized by school officials.

7.6 CHEMICALS

The possession or use of chemicals that impact the health and/or safety of others is strictly prohibited.

7.7 Federal Improving America's Schools Act of 1994 (Part F-Gun-Free Schools Act of 1994):

A school board shall expel from school attendance for a period of not less than one year any student whom such school board has determined, in accordance with the procedures set forth in this article, to have possessed a firearm on school property or at a school-sponsored activity as prohibited by § 18.2-308.1 or to have possessed a firearm or destructive device as defined in subsection E, a firearm muffler or firearm silencer, or a pneumatic gun as defined in subsection E of § 15.2-915.4 on school property or at a school-sponsored activity. A school administrator, pursuant to school board policy, or a school board may, however, determine, based on the facts

of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. A school board may promulgate guidelines for determining what constitutes special circumstances. In addition, a school board may, by regulation, authorize the division superintendent or his designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Such regulations shall ensure that, if a determination is made that another disciplinary action is appropriate, any such subsequent disciplinary action is to be taken in accordance with the procedures set forth in this article. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

B. The Board of Education is designated as the state education agency to carry out the provisions of the federal Improving America's Schools Act of 1994 and shall administer the funds to be appropriated to the Commonwealth under this act.

E. As used in this section:

"Destructive device" means (i) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (ii) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (iii) any combination of parts either designed or intended for use in converting any device into any destructive device described in this subsection and from which a destructive device may be readily assembled. "Destructive device" does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique firearm as defined in subsection G of § 18.2-308.2:2. "Firearm" means any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a

combustible material or the frame or receiver of any such weapon. "Firearm" does not include any pneumatic gun, as defined in subsection E of §15.2-915.4. "One year" means 365 calendar days as required in federal regulations. "School property" means any real property owned or leased by the school board or any vehicle owned or leased by the school board or operated by or on behalf of the school board.

F. The exemptions set out in § 18.2-308 regarding concealed weapons shall apply, mutatis mutandis, to the provisions of this section. The provisions of this section shall not apply to persons who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

G. This section shall not be construed to diminish the authority of the Board of Education or the Governor concerning decisions on whether, or the extent to which, Virginia shall participate in the federal Improving America's Schools Act of 1994, or to diminish the Governor's authority to coordinate and provide policy direction on official communications between the Commonwealth and the United States government.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

8.0 **DISRUPTIVE BEHAVIOR**

Any physical interaction or behavior, or any verbal or electronically conveyed communication that causes disturbance and disruption to the school environment and interrupts or interferes with teaching and the orderly conduct of school activities is prohibited. This would include but not be restricted to the topics covered in 8.1 through 8.2 of this document. In addition, disorderly conduct on school property or at school sponsored events or activities that causes others to become alarmed and frightened and are therefore a significant disruption to the school environment are prohibited as well. Disorderly conduct includes, but is not limited to, such undesirable behaviors as turning over garbage cans, flipping over desks and chairs, banging and destroying lockers, throwing items in class or in the hallway, and yelling and screaming in classrooms and/or hallways.

8.1 **SEXUAL HARASSMENT**

It is the policy of the Page County School Board to maintain a learning environment for all its students that provides for fair and equitable treatment of all employees and students including

freedom from sexual harassment by employees or by fellow students. It is illegal for any employee or student, male or female, to harass another employee or student by (1) making unwelcome sexual advances or requests for sexual favors or engaging in verbal conduct, physical conduct, or engaging in communication through texting or through the use of social media that is sexual in nature; or (2) making submission to, or rejection of, such conduct a basis for academic decisions affecting the student; or (3) creating an intimidating, hostile or offensive learning environment by such conduct. Any student/employee who believes that he or she has been subjected to sexual harassment should file a written complaint of the alleged act immediately to the Principal/Immediate Supervisor who will work with the Title IX compliance officer to investigate the matter. Sexual harassment as defined in this section will be viewed as a very serious school violation that will be reported to law enforcement and will result in a strong, punitive disposition by school administration.

The Title IX Compliance Officer is Mr. Lance Moran., 735 West Main Street Luray, VA 22835. Alternate Title IX Compliance Officer is Ms. Ellen Biller. The written complaint should state in detail the basis for the complaint, the names of the persons involved, and the dates of any specific incidents. A thorough confidential investigation of all reported incidents to determine the nature and extent of any alleged sexual harassment will be undertaken immediately. If the complaint is against the Principal, the complaint should be filed with the Title IX compliance officer. If the complaint is against the Title IX compliance officer, the complaint shall be filed with the Superintendent. If the complaint is against the Superintendent, the complaint shall be filed with the chairman of the school board. The question of whether a particular action or incident is prohibited behavior requires a determination based on all the available facts in the matter. A written report shall be filed upon the conclusion of any investigation of sexual harassment regardless of the outcome of that investigation.

Any employee or student who is found, after appropriate investigation, to have engaged in sexual harassment of another person will be subject to disciplinary action appropriate to the offense from warning, expulsion, dismissal, or legal action.

Any individual filing a sexual harassment complaint is assured that he/she will be free from any retaliation from filing such a complaint. Persons who retaliate will be subject to discipline up to and including expulsion or dismissal.

8.2 BULLYING/HARASSMENT

Negative behaviors that target specific individuals are strictly prohibited and perpetrators will receive appropriate consequences. Prohibited behaviors include, but are not limited to, written or verbal abusive statements/remarks, threats, physical abuse, harassment, and ethnic or gender slurs. In addition, this policy covers not only verbal and written threats, but also any bullying, harassment, and intimidation conveyed by electronic means such as texting and “sexting,” phone messages, and using the internet including social media such as, but not limited to: Twitter, emails, Facebook, Instagram, Snapchat, etc. When there is evidence that two or more individuals are directing bullying/harassing behaviors at each other, perpetrators will receive appropriate consequences. In addition, administrators may provide conflict resolution services for the students in face-to-face meeting(s). In addition, bullying or harassment of any school board employee may, on school property or in the community, depending on the specific circumstances of the

incident(s), be considered a school discipline issue and result in school discipline being initiated by school administration. Lastly, a school administrator will notify the parent/guardian of any alleged incident of bullying of a student and the status of any investigation within five (5) school days of the allegation of bullying.

8.3 OBSCENITY OR VULGARITY

There is a prohibition against cursing or using abusive language which includes remarks intended to demean a person's religion, sex, national origin, handicapping condition, intellectual ability, or race.

8.3.1 Hate Speech – In addition, there is a strict, specific prohibition against making racist statements and/or using any form of “hate speech.” This prohibition also includes any actions or displays which are obscene in nature and prohibits the wearing of clothing or adornments which convey any unacceptable, harmful, and/or profane messages including those described in this paragraph.

8.4 VERBAL ABUSE/DISRESPECT/THREATS

Verbal abuse is any serious or persistent action that prevents an orderly and peaceful learning experience for any individual. Students must respect not only each other but respond to written or verbal directions given by school personnel. Any verbal, written, electronically conveyed, and/or physical threats (even implied threats) toward students, staff, faculty members, administration, or school property will result in disciplinary action.

a. Bomb Threats – The Page County Public School System takes bomb threats very seriously and we always keep the safety and security of our students and staff as our primary objective. Students and their parents should be aware that if bomb threats occur, PCPS will seek the most severe dispositions possible. These actions include, but are limited to: expulsion from all public schools in the State of Virginia, prosecution in a court of law, juvenile detention, and complete financial restitution to the school system and to Page County as a whole.

8.5 GAMBLING

Any event, action, or statement which relies on chance for the monetary advantage of one participant at the expense of others. This includes exchanging items of value as well as currency and extends to keeping score for later settlement.

8.6 INAPPROPRIATE LITERATURE AND ILLUSTRATIONS

The possession and/or distribution of literature, illustrations, or pictures (including pornography) on paper and/or through the use of electronic devices such as cell phones, Chromebooks, IPADs, desk and laptop computers, etc., is against the law and will be viewed as a very serious school violation that will be reported to law enforcement and will result in a strong, punitive disposition by school administration.

8.7 MECHANICAL/ELECTRONIC DEVICES/PHOTOS AND VIDEOS

The unauthorized possession or use of any type of electronic or mechanical device which distracts or impedes the educational process is prohibited. This includes pagers, beepers, cellular phones, text messaging devices, and laser pointers. All mechanical/electronic devices must be out of sight and turned off during the regular school day. Parents are to refrain from using electronic devices to contact students during the school day. However, at the two high schools, students are allowed to use their cell phones during their lunch period. In this regard, it is expressly forbidden for any student, teacher, administrator or parent to take a photo or a video of any student, teacher, administrator or parent on school property through the use of a cell phone or any other electronic device that causes a disturbance and disruption to the school environment and interrupts or interferes with teaching and the orderly conduct of school activities.

8.8 PUBLIC DISPLAY OF AFFECTION

Physical contact such as holding hands, kissing and embracing on school grounds will not be tolerated. The following dispositions are recommended:

- a. First Offense - counseling by the teacher and incident reported to the office.
- b. Student conference with the administration.
- c. Parents contacted by phone or letter.
- d. Conference with parents/guardians and students.
- e. Detention or suspension.

8.9 HAZING

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

The principal of any school at which hazing which causes bodily injury occurs shall report the hazing to the Local Commonwealth Attorney. Hazing, as defined above, is a Class 1 misdemeanor which may be punished by confinement in jail for up to 12 months and a fine of up to \$2,500, or both, in addition to any disciplinary consequences which may be imposed under this policy. In addition, any person receiving bodily injury by hazing has a right to sue, civilly, the person or persons guilty thereof, whether adults or infants. See VA Code 18.2-56.

Teachers and Coaches will accept the responsibility for recognizing and reporting hazing. All forms of hazing are prohibited including any perceived tradition of initiation. Teachers and coaches are to be diligent in carrying this message to all participants. These behaviors by students or failure to report by staff will have immediate consequences.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

9.0 **DRESS CODE**

The Code of Virginia § 22.1-276.01 now includes a definition for dress and grooming: "Dress or grooming code" means any practice, policy, or portion of a code of student conduct adopted by a school board that governs or restricts the attire, appearance, or grooming, including hairstyle, of any enrolled student.

Students are expected to dress in a manner consistent with recognition that they have the responsibility to help foster a learning environment that promotes health and safety, respect, pride, cohesiveness, and a positive regard for discipline and authority. The following, for example, is unacceptable:

- a. See-through or scanty apparel.
- b. Clothing that is offensive, lewd, vulgar, obscene, or profane.
- c. Body and facial piercings that are potentially dangerous due to overall health and safety reasons, and
- d. Other attire which may undermine or compromise the learning environment, that distracts others from focusing on the learning process or present a safety hazard.

Within these overall expectations, each school's Standards of Dress define the other rules of appropriate dress/attire determined suitable for the age, grade level, stage of development, physical facilities, and other appropriate educational environment-related circumstances.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

10.0 **FIGHTING**

Physical Abuse - Intentionally hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at a student who does not reciprocate.

- 10.1 INCITEMENT OR INSTIGATION OF FIGHTING - Actions, comments, written messages, or electronically conveyed messages intended to cause others to fight or which may result in a fight.
- 10.2 FIGHTING - INTENTIONALLY STRIKING A STUDENT WITH THE PURPOSE OF CAUSING HARM OR INJURY - This action may extend to mutual shoving, wrestling, or other aggressive actions, which could result in the danger of harm or injury to the students involved, bystanders, or school property. This Code of Conduct recognizes the fundamental right of every student to reasonable actions as may prove necessary to defend one's self from an attack by another. Reasonable actions should include walking away and seeking supervision. Physical intervention must be a last resort. While self defense might be presented or considered as a possible circumstance of an altercation, safety and order in schools require little or no tolerance for fighting.
- 10.3 ASSAULT ON A STUDENT - The willful use of physical violence, which is intended to result in serious bodily injury; and the use of a dangerous object in an effort to cause serious bodily injury. An attack (jumping another student from behind or waiting and hiding in order to attack)

is a true “assault” and will be viewed as a very serious school violation that will be reported to law enforcement and will result in a strong and punitive disposition by school administration.

- 10.4 ASSAULT ON A SCHOOL BOARD EMPLOYEE - Intentional physical violence directed toward a school board employee with intent to cause bodily harm; (18.2-57) provides for a mandatory period of incarceration of two (2) days when the object of the battery is a teacher, principal or school counselor.
- 10.5 THREATS - Conveying by gestures, notes, or verbal comments the intent to cause bodily injury or to deprive a student of his/her rights.
- 10.6 EXTORTION - Willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

11.0 PUPIL TRANSPORTATION

The bus driver has the responsibility for the safety of all students assigned to his/her bus. The driver can perform this responsibility only with the cooperation and courtesy of all students. It is the aim to insure that the health, safety, welfare, and educational opportunity of each transported student is thoroughly protected. Students should keep their possessions with them at all times. The Page County Schools is not responsible for any items lost or stolen while a student is being transported on a bus, whether traveling to and from school or on a field trip.

Due to the Governor’s proclamations and orders related to the Covid-19 Pandemic, CDC Guidelines, the VDOE regulations and recommendations provided in their document entitled, “Recover, Redesign, and Restart, 2020,” and Page County Public Schools as part of our Return to Learn Plan, will implement the following with regard to riding the bus to school during the 2020/2021 school year:

Per the PCPS 2020-2021 Return to Learn Plan (Instructional Plan) families that depend on school buses to transport their students to and from school on a daily basis should expect the following:

- Students are required to wear a face covering while riding the bus
- Students will sit one to a seat, except for students who reside together
- Students are required to adhere to assigned seating arrangements

Page County Public Schools will not provide transportation for students who cannot adhere to these requirements. School buses will carry less than 50% of their normal capacity. School buses will be sanitized after every run.

12.0 SCHOOL BUS SAFETY AND DISCIPLINE

Each principal is responsible for carrying out a school bus safety program and has jurisdiction over the conduct of students while they are being transported. Students must be made aware of the following school bus safety procedures:

12.1 MEETING THE BUS

- a. Students should be at their bus stop prior to the arrival of the bus.
- b. Students should take the safest route to their assigned bus stop.
- c. Students should wait in a safe place off the main road or street.
- d. Students should wear bright clothes if there is snow, rain, or fog.
- e. Students should stand back from the road or street and give the bus driver room to stop.
- f. Students should not trespass on private property or litter.
- g. Students should not play in the roadway or street.
- h. Students should not sit on the curb.
- i. Students should not run in a bus loading/unloading area.

12.2 BOARDING THE BUS

- a. Pupils should not enter the roadway to get on a bus until the bus has come to a complete stop and the driver motions to the pupils to proceed.
- b. If students must cross the highway to board their bus, they should cross at least ten feet in front of the bus, never behind it.
- c. When entering the bus, students must enter in an orderly fashion and in accordance with instructions from the bus driver.
- d. Younger students should be allowed to enter the bus first.
- e. Students should go directly to an assigned seat and remain seated while the bus is in motion.

12.3 STANDARDS OF CONDUCT

Students shall not behave in a disruptive manner or otherwise violate the following Code of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus. Proper conduct includes but is not limited to the following:

- a. Students should show respect for the bus driver.
- b. Students are to remain seated until the bus reaches its destination and comes to a complete stop.
- c. Students are to speak in a normal voice and refrain from using unacceptable language.
- d. The bus aisle is to be kept clear of feet, arms, and other objects.
- e. Books, coats, and all other objects should be held on students' laps.
- f. Students should not deface the bus. Vandalism either willful or careless to the bus will be paid for by those responsible, and the school board's regulation regarding parent liability will be enforced.
- g. Students are to be silent at railroad crossings so the bus driver can hear railroad warning signals.

- h. State regulations prohibit smoking on the bus at any time.
- i. Students should ride the same bus mornings and afternoons. No change in buses may be made without written request from the parent. Additional bus stop locations may be established for special permission transportation.
- j. Students should not tamper with the bus or any of its equipment, including emergency equipment.
- k. Students should not fight, scuffle, or throw objects inside the bus.
- l. Students should not extend arms, legs, or heads out of the bus, or throw objects outside the bus windows.
- m. Except in an emergency, students should not talk to the bus driver while the bus is in motion.
- n. No glass containers, noisemakers of any type, water pistols, pea shooters, or weapons of any type are to be brought on the bus. No soda containers may be carried in hand on the bus.
- o. Paper or other litter should not be thrown on the bus floor.
- p. Students should not chew gum, eat, or drink on the bus.
- q. No pets or animals are allowed on the bus. Animals brought on the bus create disturbances, which may result in unsafe driving situations.

12.4 LEAVING THE BUS

- a. Students must remain seated until the bus comes to a full stop.
- b. Students are to leave the bus in an orderly manner. The students in the front seats will depart first.
- c. Students must not loiter around the bus.
- d. Students must leave the bus at their regular stop.
- e. If students must cross a highway, they are to do so only at the front of the bus and at a distance of at least ten feet in front of the bus. They must not cross until the bus driver has signaled that it is safe to do so.

12.5 PROCEDURES FOR HANDLING BUS MISCONDUCT

Of foremost importance is the realization that riding the school bus, for whatever purpose, is a privilege. Should that privilege be abused, it may be revoked for a specified period of time or permanently. Bus drivers are instructed to report to the school principal any infraction of the regulations for riding. Should a student be reported to the school principal, the principal will be responsible for the disciplinary action, including loss of the privilege of bus transportation.

- a. The Bus Operator is responsible for notifying the principal, by filling out a discipline referral, of details pertaining to a disciplinary problem with a student on the school bus. If action taken by the school does not resolve the problem, the operator contacts the Supervisor of Transportation.
- b. The principal is responsible for determining the necessary action, noting the action on the disciplinary referral form, and forwarding copies to the Supervisor of Transportation. The principal will then make sure that any denial of riding privileges follows proper procedures.
- c. Denial of Riding Privileges: Students who violate the behavior and safety rules may have bus-riding privileges denied temporarily or permanently by the school principal in accordance with the following:

- ❖ The principal will warn the student of the possibility of the denial of riding privileges. If the problem continues, the principal confers with the parent/guardian and the student prior to the suspension of riding privileges or, depending on the severity and nature of the behavior problem, suspends riding privileges immediately.
 - ❖ The principal notifies the parent/guardian in writing of complaints received and the suspension of the student's riding privileges, with a copy to the bus operator, Supervisor of Transportation and Director of Support Services.
- d. The student's riding privileges may be restored by the principal after a conference with the principal/school board office staff and parent/guardian. The principal notifies the bus operator in writing of the reinstatement of the student's riding privileges.
 - e. Any student suspended from riding his/her bus may not ride any other Page County Public Schools bus until the suspension is complete.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

13.0 TEACHER REMOVAL OF STUDENTS FROM CLASS

Teachers shall have the initial authority to remove students from class for disruptive behavior. Disruptive behavior is defined as a violation of school board regulations governing student conduct that interrupts or obstructs the learning environment.

13.1 CRITERIA FOR REMOVAL

Prior to the removal of a student from class under this policy, the following criteria must be met:

- a. The student's behavior is disruptive as defined above.
- b. Removal of the student from the class is necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior.
- c. Teacher and/or administrative interventions have been attempted and failed to end the student's disruptive behavior.
- d. Notice of the student's disruptive behavior and the opportunity to meet with the teacher and/or school administrators will be provided to the student and student's parents as described below.

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

13.2 REQUIREMENTS FOR INCIDENT REPORTS

Upon removal from class, the teacher shall file a Disciplinary Referral & Concerning Behavior/Student Removal Form with school administrators and any other documentation to support the removal including.

13.3 PROCEDURES FOR WRITTEN NOTIFICATION OF STUDENTS AND PARENTS

Administration shall provide copies of any incident report and Disciplinary Referral & Concerning Behavior/Student Removal Form to the student and his or her parents and notify them of the opportunity to meet with the teacher and/or school administrators to discuss the behavior and the possible consequences if the behavior continues. Such notice shall be provided within twenty-four hours of each incident. The teacher shall document, on the Disciplinary Referral & Concerning Behavior/Student Removal Form, his or her attempts to request and encourage the parents to meet with school administrators and/or the teacher to address the concerning behavior that is occurring in class. Documentation shall be required for each incident report and student removal.

13.4 PROCEDURES FOR THE STUDENT'S RETURN TO CLASS

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

- a. The teacher and Principal shall discuss the teacher's objection to returning the student to class and the Principal's reason for returning the student.
- b. The teacher, after meeting with the Principal may appeal the Principal's decision to the Superintendent or designee within one school day. The incident reports and removal form must accompany the appeal. After discussion with the Principal and teacher or receiving their written comments, the decision of the Superintendent or designee shall be final. The decision shall be made within forty-eight hours of the teacher's appeal. During the appeal process, the student shall not be returned to class. The Principal will determine an appropriate placement for the student.
- c. Once the decision has been made to return the student to class, the teacher and Principal shall develop a plan to address future disruptive behavior.

13.5 OTHER PROVISIONS WITH REGARD TO STUDENTS REMOVED FROM CLASS

The Principal shall ensure that students removed from class under this policy continue to receive an education in accordance with School Board policies. Application of this policy to students with disabilities shall be consistent with federal and state law and regulations, as well as School Board policy regarding students with disabilities. Concerns about classroom management shall be addressed in teacher evaluations pursuant to the policy listed in the policy manual by the letters GCN. This policy does not limit or restrict the ability of school division employees to apply other policies, regulations, or laws for maintaining order in the classroom.

13.6 GUIDELINES : ALTERNATIVE INSTRUCTION OF REMOVED STUDENTS

The Principal shall determine the appropriate placement of the student. The principal has several options regarding the placement of a removed student including, but not limited to

- a. Assigning the student to an alternative program.
- b. Assigning the student to another class.

- c. Sending the student to the Principal's office or study hall. If the Principal chooses this option, the teacher shall provide and evaluate appropriate make-up work for the student.
- d. Suspending or expelling the student. If the Principal chooses this option, alternative instruction and assignment, if any, shall be provided according to School Board policy and, in the case of students with disabilities, in accordance with federal law.
- e. Returning the student to class (see procedures below).

In addition, based on available space, a student may be administratively assigned to an alternative education program either at the request of the parent and with the consent of the division superintendent or designee or by the division superintendent or designee after written notice to the student and his parent. Such notice of the opportunity for the student and/or his parent to participate in a hearing conducted by the division superintendent or his/her designee regarding such placement shall be issued and the assignment shall be final unless altered by the school board, upon timely written petition, in accordance with regulations of the school board, by the student or his parent, for a review of the record by the school board.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

14.0 **TEACHER RESPONSIBILITIES**

The classroom teacher has the major responsibility for student discipline and classroom management and climate. Each teacher has the responsibility for the development of a threefold classroom disciplinary policy which addresses the following:

- a. The development of a positive climate.
- b. The actions that are preventive in nature, and
- c. The activities that can be described as corrective.

The percentage of disciplinary cases found in a classroom correlates to some extent with the quality and effectiveness of the program operating in the classroom. Teachers who provide meaningful and challenging experiences that relate to student needs have fewer discipline problems. Although some discipline problems result from difficulties within the social or cultural environment rather than from within the classroom or school, students will be held responsible for their actions.

The efficient, routine operations of a classroom require a well-developed, a well-understood, and a consistent set of rules and regulations. If students are to be held accountable for certain standards, these expectations must be established ahead of time in a manner that makes them easily learned and understood.

Developing a long list of do's and don'ts in an attempt to cover every contingency can create a classroom climate in which the object becomes "beating the system." Rules and regulations that attempt to define every type of situation and recourse are not necessary.

Each public school operating in Page County provides a referral system within which teachers know under what circumstances they should ask for assistance, to whom they should go, and

who accepts responsibility for the resolution of the referral. Teachers will refer a student for discipline when the situation has gone beyond a reasonable effort to resolve it. AN ADEQUATE FOLLOW-THROUGH WILL EXIST SO THAT STAFF MEMBERS INVOLVED WILL BE AWARE OF ANY ACTIONS TAKEN.

15.0 **TOBACCO PRODUCTS**

The use and/or possession of tobacco products or electronic and/or vapor cigarettes by all students on school premises or at school sponsored events and activities, including the school bus, are prohibited. Penalties for the use and possession of tobacco or electronic and/or vapor cigarettes products are as follows:

First Offense – 2 days ISS, parent contact, and poor school standing (PSS) while in ISS.

Second Offense – 3 days in ISS and 3 days of PSS

Subsequent Offense – 5 days in ISS and 5 days of PSS. Further instances may result in a change of the student's placement to fulltime remote learning for the 2020-2021 school year.

If under 21 years of age, the student will be referred to the School Resource Officer and/or the Page County Juvenile Intake/Probation Officer.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

16.0 **TRESPASSING**

- a. Any student who has been suspended or expelled from school shall be considered trespassing if he/she appears on Page County Public School property during the suspension period unless an exception is approved by the principal/assistant principal.
- b. Students who loiter at school after the close of their school day without specific need or supervision may be considered trespassers.
- c. Any student who is directed by an administrator to leave school property is expected to do so immediately. No student or other person may attend or visit a Page County school as a guest during the regular school day without authorization from the school administration.

For additional information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

17.0 **VANDALISM**

Vandalism is the willful marring, defacing, or destruction of property held in trust by the Page County School Board, or any of the Board's employees. This applies to the buildings, both exteriors and interiors, books, school buses, private automobiles, school grounds, and property. VANDALISM WILL NOT BE TOLERATED. When any student injures, destroys, or defaces any school property, the student and/or his/her parent or guardian will be required to pay the cost plus related damages costs of the property destroyed or damaged. In addition, the student will be

subject to whatever disciplinary action is deemed necessary and appropriate by the principal. Any type of vandalism will be reported to the proper law enforcement agency. In addition, vandalism of the property of any school board employee may, depending on the specific circumstances of the incident(s), be considered a school discipline issue and result in school discipline being initiated by school administration.

For information regarding equitable disciplinary dispositions, please see Appendix I (Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses).

18.0 **Definitions of School Discipline Related Topics and Terms**

- a. Alternative Education – Educational services provided at a location other than the school where the student is on the attendance roster.
- b. Alternative Suspension Center – Day alternative education program located at Luray Middle School. This placement is used rather than out of school suspension so that students are supervised during their time away from their home school, they keep up with school work and they receive education regarding restorative justice and anger management. **The ASC program will not be implemented during the 2020-2021 school year due to the Covid-19 Pandemic.**
- c. Confiscation – Any item, including a student’s phone when involved in a disciplinary matter or any other item prohibited by this Code, will be removed from the student’s possession.
- d. Court Referral – In case of a drug offense, weapon possession, or other violation of the Code of Virginia, the student may be taken to court. Usually the Youth Services Officer will be involved in handling the referral. The complaining party may be either the school or the victim.
- d. Detention – This is a method of discipline which may be employed by any teacher or administrator to keep a student before or after school hours in the hope of correcting Failure to do so shall be considered trespassing.
- e. Inappropriate behavior. Parents must be notified and detention generally should not exceed one hour.
- f. Law Enforcement Agencies – In cases of serious violations of the Code of Virginia, the Page County Police, Child Protective Services, and Juvenile Probation Departments may be included in the disposition. However, the Juvenile Probation Officer normally operates in this capacity.
- e. Parent Contact – The most effective person in dealing with student discipline problems is the parent. Teachers, counselors and administrators will contact the parents by phone or letter in an effort to keep parents informed of student conduct.
- f. Poor School Standing – Student may not participate or be a spectator at any school-sponsored event regardless of where the activity takes place. Student may not go on field trips unless required by an Individual Education Plan (IEP). Student may not drive a vehicle onto or park on school property. Students may be placed on “Poor School Standing” for an extended period of time. Students who are suspended from school are automatically on “Poor School Standing.”

- g. Recommended Expulsion to the School Board – Expulsion is defined as the permanent exclusion of a student from the Page County Public School System, including Adult Education and the G.E.D. program. Only the School Board may expel a student.
- h. Restitution – The replacement of or payment for property taken, damaged or destroyed will be required.
- i. School Conference with Parent/Guardian – Parents are encouraged to set up an appointment with any teacher, counselor, or administrator to discuss their son's or daughter's progress or problems. After a suspension, a parent may be asked to come to school to reinstate the student.
- j. Student Conference – The first line of discipline is with the classroom teacher. Formal and informal conferences are held between the student and teacher. If problems become more serious, the building administrator will hold a conference with the student in an attempt to improve behavior. Many times the student's counselor will also be included in the conference.
- k. Suspension – According to adopted School Board policy, a student may be suspended from school attendance for sufficient cause. Students may also be suspended or expelled for actions begun or planned on school property but which are completed off school property. For suspensions of ten days or less, the school principal or assistant principal shall inform the student of the specific charges and offer a time and place for a conference. The Page County School Board authorizes the superintendent to extend a student's suspension beyond 10 days if the student is being referred to the School Board for long-term suspension or expulsion. Suspended students are able to access and complete graded work during and after the suspension (22.1-277.04).

- ❖ In the event of suspension, a letter shall immediately be mailed to the parent or guardian informing him/her of the charges against the student and the details of the suspension. The letter will also include information on whether or not some form of alternative education will be provided during the suspension, and a statement informing the parent/student of their right to ask the superintendent to review the suspension. A reasonable effort will be made to contact parents or guardians by phone and inform them of the suspension. In all cases, administrators may suspend a student and may require a parent/guardian conference with the student present before the student may return to school.
- ❖ If the parents or guardians choose to appeal a suspension, they shall contact the principal to schedule a hearing date. At the appointed time, the principal will determine the sufficiency and admissibility of the evidence and shall not be bound by the traditional rules of courtroom procedure. He/She may affirm, modify, or reverse the original decision. At the conclusion of the conference, the principal shall announce his/her decision and the reasons therefore and shall inform the student and his/her parent or guardian of the right to appeal the decision to the Superintendent.
- ❖ House Bill 1600 of 2018 - Student discipline; long-term suspension. Reduces the maximum length of a long-term suspension from 364 calendar days to 45 school days. The bill permits a long-term suspension to extend beyond a 45-school-day period, not to exceed 364 calendar days, if (i) the offense involves weapons, drugs, or serious bodily injury or (ii) the school board or division superintendent or his

designee finds that aggravating circumstances exist, as defined by the Department of Education. The bill requires the Department of Education's definition of aggravating circumstances to include consideration of a student's disciplinary history.

- ❖ Senate Bill 170 of 2018 - Public schools; student discipline. Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being 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 local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.
- l. In-School Suspension (ISS) – Removes a student from the regular academic schedule but retains him/her within the school building. In-school suspension should be used when, in the principal's best judgment, the greatest benefit will occur to all concerned. The same due process procedures shall be followed for in-school suspension as for out-of-school suspension. If a student is suspended due to problems with his/her assignment to ISS, a condition of readmission to school will be that the student must complete the remainder of his/her assigned time in ISS
- m. Suspension of extra-curricular Activities – Temporarily removes the privileges of attending and/or participating in all school extra-curricular activities. Also, students (Grades 7-12) who are referred to the office five or more times face loss of attending and/or participating in all school extra-curricular activities and also includes revocation of on-campus driving privileges.
- n. Juvenile Probation Officer – This individual's major concern is to help correct problems before they come to the attention of the court, but the officer also processes cases that need to be taken to court.
- o. Community Service at School – With the agreement of the parent, students may be assigned supervised physical work at school. Examples are: cleaning and picking up trash from grounds.

19.0 **APPEALS PROCESS FOR ALL DISCIPLINARY ACTIONS**

If a parent disagrees with a disciplinary action taken by a school administrator, the parent has the right to appeal the action. However, if a parent appeals the disposition may be upheld, lessened or lengthened. The following actions are to be followed for any appeal:

- a. Appeals of actions taken by any school level employee (other than the principal) shall be made to the principal.
- b. Appeals of actions taken by the principal shall be made to the Division Director of Human Resources and Administration.
- c. Appeals of actions taken by the Division Director of Human Resources and Administration shall be made to the Division Superintendent.

- d. Appeals of actions taken by the Division Superintendent shall be made to the School Board. Written notice of such an appeal must be filed with the Superintendent within 3 days discipline disposition letter sent by the Division Superintendent.. The appeal shall be heard by the Page County School board within 20 calendar days. A decision will be available verbally within two working days of the hearing with written confirmation to follow.
- e. Appeals of actions taken by the School Board may be made to the Circuit Court of Page County.

20.0 **STATUTES - CODE OF VIRGINIA AND FORMS**

20.1 **§ 22.1-277. SUSPENSIONS AND EXPULSIONS OF PUPILS GENERALLY**

- a. Pupils may be suspended or expelled from attendance at school for sufficient cause.
- b. Any student for whom the division superintendent of the school division in which such student is enrolled has received a report pursuant to § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of § 16.1-260 may be suspended or expelled from school attendance pursuant to this article.
- c. The authority provided in § 22.1-276.2 for teachers to remove students from their classes in certain instances of disruptive behavior shall not be interpreted to affect the operation of §§ 22.1-277.04, 22.1-277.05, or § 22.1-277.06.

(Code 1950, §§ 22-230.1, 22-230.2; 1972, c. 604; 1980, c. 559; 1984, c. 415; 1997, cc. 371, 585, 608, 734, 830; 1998, cc. 355, 379, § 22.1-277.02; 2001, cc. 688, 820; 2003, c. 119.)

20.2 **§ 22.1-277.2:1 DISCIPLINARY AUTHORITY OF SCHOOL BOARDS UNDER CERTAIN CIRCUMSTANCES; ALTERNATIVE EDUCATION PROGRAM**

- a. A school board may, in accordance with the procedures set forth in this article, require any student who has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person, *or with an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260*; (ii) found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) found to have committed a serious offense or repeated offenses in violation of school board policies; (iv) suspended pursuant to § 22.1-277.05; or (v) expelled pursuant to §§ 22.1-277.06, 22.1-277.07, or § 22.1-277.08, or subsection B of § 22.1-277, to attend an alternative education program. A school board may require such student to attend such programs regardless of where the crime occurred. School boards may require any student who has been found, in accordance with the procedures set forth in this article, 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, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

As used in this section, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

House Bill 256 amends § 18.2-415 of the *Code of Virginia* to provide that an elementary or secondary school student is **not guilty** of disorderly conduct in a public place if the disorderly conduct occurred on the property of an elementary or secondary school, on a school bus, or at any activity conducted or sponsored by any elementary or secondary school. The 2019 Model Guidance does not include “disorderly conduct” as a behavior for which students can be disciplined, and it is not a behavior included in the Student Behavior and Administrative Response (SBAR) data collection, which will be implemented in the fall of 2021.

- b. A school board may adopt regulations authorizing the division superintendent or his designee to require students to attend an alternative education program consistent with the provisions of subsection A after (i) written notice to the student and his parent that the student will be required to attend an alternative education program and (ii) notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the division superintendent or his designee regarding such placement. The decision of the superintendent or his designee regarding such alternative education placement shall be final unless altered by the school board, upon timely written petition, as established in regulation, by the student or his parent, for a review of the record by the school board.
- c. A school board may adopt regulations authorizing the principal or his designee, following oral notice and an opportunity for a hearing to be conducted by the principal or designee, to impose a short-term suspension, as defined in § 22.1-276.01, upon a student who has been charged with an offense involving intentional injury to another student of the school division pending a decision by the division superintendent or his designee as to whether to require that such student attend an alternative education program.

(1990, c. 835; 1995, cc. 724, 755, 801; 1998, c. 355; 1999, c. 457; 2000, c. 577, § 22.1-277.1; 2001, cc. 688, 820; 2003, c. 119.)

20.3 § 22.1-279.1 CORPORAL PUNISHMENT PROHIBITED

- a. No teacher, principal or other person employed by a school board or employed in a school operated by the Commonwealth shall subject a student to corporal punishment. This prohibition of corporal punishment shall not be deemed to prevent (i) the use of incidental, minor or reasonable physical contact or other actions designed to maintain order and control; (ii) the use of reasonable and necessary force to quell a disturbance or remove a student from the scene of a disturbance which threatens physical injury to persons or damage to property; (iii) the use of reasonable and necessary force to prevent a student from inflicting physical harm on himself; (iv) the use of reasonable and necessary force for self-defense or the defense of others; or (v) the use of reasonable and necessary force to obtain possession of weapons or other dangerous objects or controlled substances or paraphernalia which are upon the person of the student or within his control.

- b. In determining whether a person was acting within the exceptions provided in this section, due deference shall be given to reasonable judgments at the time of the event which were made by a teacher, principal or other person employed by a school board or employed in a school operated by the Commonwealth.
- a. For the purposes of this section, "corporal punishment" means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline.

This definition shall not include physical pain, injury or discomfort caused by the use of incidental, minor or reasonable physical contact or other actions designed to maintain order and control as permitted in subdivision (i) of subsection A of this section or the use of reasonable and necessary force as permitted by subdivisions (ii), (iii), (iv), and (v) of subsection A of this section, or by participation in practice or competition in an interscholastic sport, or participation in physical education or an extracurricular activity (1989, c. 287; 1995, c. 681.).

2.4 § 22.1-279.4. INFORMATION REGARDING PROSECUTION FOR CERTAIN CRIMES

School boards shall provide information developed by the office of the Attorney General to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes. Methods of providing such information may include, but shall not be limited to, public announcements in the schools, written notification to parents, publication in the student conduct manual, and inclusion in those materials distributed to parents pursuant to § 22.1-279.3 (1997, c. 465.)

2.5 § 22.1-279.4. Reports of certain acts to school authorities.

House Bill 257 and SB729 eliminates the requirement that school principals report to law enforcement certain enumerated acts that may constitute a misdemeanor offense as outlined in subsection A of § 22.1-279.3:1. Subsection D requires those acts to be reported if they may constitute a felony. Further, the principal shall also immediately report to the parents of any minor student who is the specific object of any act enumerated in clauses (ii) through (v) of subsection A that may constitute a criminal offense as to whether the incident has been reported to local law enforcement.

Page County Public Schools

MEDICAL EXCUSE FORM

This student is "at-risk" of being referred into the court system due to excessive absences

Student Information (completed by parent/guardian)

Student Name: _____ Date of Birth: _____

Date of Appointment: _____ Time of Appointment: _____

Reason for Appointment: _____

I hereby authorize this health care provider and the Page County Public School System to be able to exchange and release attendance, grade, health information and the information requested on this form for my child listed above:

Parent/ Legal Guardian Signature

Date

The above named is engaged in the Attendance Review Process with the Page County Public School System due to excessive absences and is at-risk of being referred into the court system. Therefore (per the School Board approved Code of Student Conduct and Attendance) PCPS is requesting the information below and is requiring the parent to use this form to gain medical verification of all school absences.

Medical Information (completed by a medical professional)

Date seen in your office: _____ Time In: _____ Time Out: _____

Reason for Appointment/Diagnosis: _____

May return to school: _____ today (please check) or in _____ day(s)

Special instructions/ accommodations: _____

(If this student will be out for ten days or longer, please contact Kim Comer (see below) so that a Homebound Instruction application can be completed).

HEALTH CARE PROVIDER:

Name & Address: _____

Phone: _____ Fax: _____

Signature of **Physician/Medical Provider**: _____

Name

Date

Contact Information: Ms. Kim Comer-Burton, Attendance Officer (540) 843-2826

**Page County Public Schools
and Page Juvenile & Domestic Relations District Court
MEDICAL EXCUSE FORM**

This Student has been declared a Child in Need of Supervision (CHINSup) by the PJ&DRDC

*Student Information - completed by **parent/guardian***

Student Name: _____ Date of Birth: _____

Date of Appointment: _____ Time of Appointment: _____

Reason for Appointment: _____

I hereby authorize this health care provider and the Page County Public School System to be able to exchange and release attendance, grade, health information and the information requested on this form for my child listed above:

Parent/ Legal Guardian Signature

Date

The above named has been declared a CHINSup (Child in Need of Supervision) by the Page Juvenile and Domestic Relations District Court Judge due to truancy and the Judge is requiring that the court and PCPS receive medical verification for all absences and is therefore requiring the information requested below.

*The following is to be completed by a **medical professional**:*

Date seen in your office: _____ Time In: _____ Time Out: _____

Reason for Appointment/Diagnosis: _____

May return to school: _____ today (please check) or in _____ day(s)

Special instructions/ accommodations: _____

(If this student will be out for ten days or longer, please contact Kim Comer (see below) so that a Homebound Instruction application can be completed).

HEALTH CARE PROVIDER:

Name & Address: _____

Phone: _____ Fax: _____

Signature of **Physician/Medical Provider**: _____

Name

Date

Contact Information: Ms. Kim Comer-Burton, Attendance Officer (540) 843-2826

**PAGE COUNTY PUBLIC SCHOOLS
BUS DISCIPLINE REFERRAL**

Student's Full Name _____

Date _____

School _____

Bus No. _____

Regulation of the conduct of school bus passengers is essential to provide a safe and effective means of transportation for all students. As a violation of bus rules or good conduct, the above named student is referred to the principal's office for one or more of the following reasons:

____ Not seated, bus in motion
____ Unusual noise (Explain)
____ Inconsiderate of others (Explain)
____ Refusal to obey driver
____ Obscenity or use of profanity
____ Other (specify) _____

____ Tampering with bus equipment
____ Throwing objects (Explain)
____ Fighting
____ Littering
____ Non-authorized stop
____ Use of tobacco product/vaping

Additional comments or explanation (s):

Driver's Signature _____

Date _____

For Administrator's Use Only

Action Taken

____ Warning and notification to parents
____ Parent conference required before riding privileges will be reinstated
____ One day bus suspension
____ Five day bus suspension
____ Suspension of riding privileges until superintendent reviews

____ Three day bus suspension
____ Ten day bus suspension

Comments:

Suspension Effective _____ Until _____

Administrator's Signature _____ Date _____

Note: Students suspended from the bus must still attend school VA Code 22-275

CC: School CC: Bus Driver CC: Parent CC: Superintendent Office

Parent's Signature _____

Date _____

**PAGE COUNTY PUBLIC SCHOOLS
DISCIPLINARY REFERRAL & CONCERNING BEHAVIOR/ STUDENT REMOVAL FORM**

Rev. 7/30/2019

Name: _____ Date of Incident: _____ Grade: _____ DOB: _____

Referring Source(s): (teacher _____ support staff _____ anonymous _____ confidential (see school administration) _____ other _____)

Referring Source Name(s) if not confidential: _____ School: _____

Specific time of discipline infraction: _____ Specific location of discipline infraction: _____

PURPOSE: Disciplinary incident involving your son/daughter. Please review and return the form signed or call school administration.

INFRACTION:

_____ Unauthorized absences from class/school
_____ Chronic Tardies
_____ Disrupting class or other students
_____ Disrespectful/discourteous
_____ Fighting
_____ **Threat (see reverse side of this document)**

_____ Destruction of Property
_____ Chemical Abuse (Drug/Alcohol/Tobacco)
_____ Dangerous Objects
_____ Dress Code
_____ Documented Cheating or Plagiarism
_____ Other: _____

Description of specific incident: _____

PREVIOUS EMPLOYEE ACTIONS:

Teacher/Student Conference (or Warning) _____
Parent/Teacher Conference _____
Other _____

Dates

Parent Contact/Telephone – Letter _____
Office Referral(s) _____

Dates

Employee's Signature _____

THREAT-FOR ADMINISTRATION USE ONLY (Must be completed for all threats. See reverse side of this doc.):

History of DCV Codes?: _____ no _____ yes _____

Review of other discipline referrals at school?: _____ no _____ yes _____

Other historical, relevant school or community information: _____

Substantive Threat? No _____ Yes _____ MUST BE CHECKED IF A THREAT HAS OCCURRED.

(If a Substantive Threat then STARR Form must be completed – Call Dir. of St. Srvs. at x2822 or on his cell)

ACTION TAKEN BY ADMINISTRATOR:

_____ Verbal Correction/Warning
_____ Parent Contact (phone and/or conference)
_____ Poor School Standing
_____ Out of School Suspension (OSS) _____
_____ In-school Suspension (ISS) _____

_____ Specific Block or Lunch Detention: _____
_____ Alternative Suspension Center (ASC)
_____ Mediation Services with Counseling Department
_____ **Referral to Threat Assessment Team (TAT)**
_____ Other and/or additional response(s); _____

The offense was explained to me and I was given a chance to tell my side of the story.

Student Signature: _____ **Date:** _____

Administrator's Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

The School Board does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, handicapping conditions, or sex in its educational programs or employment. No person shall be denied employment solely because of any impairment, which is unrelated to the ability to engage in activities involved in the position or program for which application has been made. Note: Appeals process found in the Page County Public Schools "Code of Student Conduct/Attendance."

Initial Assessment of Threat

Threat is likely to be less serious and more transient:		Threat is likely to be more serious and possibly substantive:	
Subjects admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Additional Notes:		Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
		Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
		Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
		Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
		Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
		Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available

Transient Threats

1. ☐ A threat where there is **no evidence of planning or a sustained intent to harm**.
2. ☐ Either non-genuine expressions or threats made "**in the heat of the moment**" such that given time to talk and cool down, there is **no ongoing intent**.
3. ☐ Can be resolved through a reprimand, parental notification, and counseling and are handled through the school's **normal disciplinary protocols**.

Transient – yes ☐ no ☐ If yes, use **DISCIPLINARY REFERRAL & CONCERNING BEHAVIOR/ STUDENT REMOVAL FORM** to manage and document the incident.

Substantive Threats (Serious or Very Serious)

1. ☐ Usually detail a **specific victim, time, place, and method** of attack and are often issued on multiple occasions and
2. ☐ **Always** require protective action to prevent the threat from being carried out.
3. ☐ However, **multiple transient threats** or other concerning behaviors may indicate that a student **poses** a threat that might be substantive in the future. If an individual engages in multiple threatening or concerning behaviors *then as a group*, these behaviors could be considered substantive and a referral to the TAT should be made in order to **prevent** potential future aggression or violence.

Substantive – yes ☐ no ☐ If yes, use **full THREAT ASSESSMENT AND RESPONSE PROTOCOL** to manage and document the disciplinary incident.

➤ Statement regarding decision of the committee:

Threat Assessment Team Members:

Principal _____	Date: _____	Asst. Principal _____	Date: _____
Law Enforcement _____	Date: _____	School Nurse _____	Date: _____
School Counselor _____	Date: _____	Teacher _____	Date: _____
SPED Teacher _____	Date: _____	Other _____	Date: _____

APPENDIX I

Equity through Leveled Responses, Leveled Administrative Responses, and Categories for Behavior Descriptors and Responses

1. Equity through Leveled Responses to Student Behavior

The Page County School Board has a vested interest in the consistent and the equitable implementation of policy across school sites and varying demographics. To ensure consistency, the Page County School Board, with guidance from the Virginia Department of Education, has developed descriptors of student behaviors with prescribed certain minimum and maximum disciplinary actions. In this regard, the Page County School Board has created leveled systems for administrators to apply to ensure equitable disciplinary responses to student behaviors that increase the fidelity of implementation of the school division's discipline policy and therefore improve equity.

2. Leveled Administrative Responses to Student Behavior

Administrators and leadership teams should engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions should always be addressed with instruction and intervention. Instruction should focus on helping students develop social-emotional competencies needed to change the behavior.

As a part of the administrative decision making process, the Page County School board has develop an investigation process and has trained school administration in this process. This process helps to ensure that students' rights are respected and that all student behavior is addressed in an equitable manner. All referrals to an administrator should include communication with the family. Family involvement is critical to addressing student behavior.

Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)
- Restitution
- Seat change
- Loss of school privileges
- Confiscation by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- In-school suspension (Up to one-two days) with behavioral instruction and academic support

Level 2 Responses: Administrative responses and interventions at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, and Problem Solving Team (ex. VTSS), Substance Use and Intervention Program)
- Referral to Individualized Education Plan (IEP) team
- Schedule change
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- Saturday school
- Restitution
- Confiscation
- Temporary loss of privileges
- In-school suspension with behavioral interventions and/or restorative practices (one-three days)

Level 3 Responses: Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.

- Administrator/Teacher/Parent/Guardian Conference
- Detention
- In-school suspension with restorative practices (three plus days not to exceed five days)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, Problem Solving Team, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program)
- Referral for community-based services
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students)
- Community service
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Short-term out-of-school suspension (one-three days for elementary students/one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required

Level 4 Responses: Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the *Code of Virginia* § 22.1-279.3:1. However, the new subsection A, § 22.1-279.3:3, to this *Code* Section states that "no principal shall report" the incident to law enforcement if the parties complete the established alternative school discipline process. This legislation opens the door for school divisions to develop and implement restorative practices and mediation to address physical altercations that do not result in injury. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented. The following are possible dispositions:

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Parent-Administrator-Teacher-Student behavior contract
- Long-term revocation of privileges
- Restitution via written contract
- Referral for community-based services
- Schedule change
- Short-term out-of-school suspension (for preschool to grade three students one to three days, four to ten days for fourth- to sixth-grade students, or five to ten days for seventh- to twelfth-grade students)
- Recommendation for a long-term suspension as determined by local policy or by *Code*.

Level 5 responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee will not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

School-based Administrative Responses to Level 5 Behaviors:

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

Examples of superintendent or designee responses to Level 5 behavior

- Long term suspension
- Alternative placement
- Expulsion
- School reassignment: Students may be assigned to another school within the division. Board policy should establish the procedures for assigning any student to another school. Those policies and procedures should ensure equity.
- Return the student to the school setting with appropriate supports and interventions.

3. Categories of Behavior Descriptors and Responses

The following charts bring together the Categories of Student Behavior Descriptors and the Levels of Administrative Responses to facilitate the equitable, responsive application of standards of student conduct. There are two sets of charts, one for elementary and one for secondary schools. The Page County School Board Code of Conduct differentiates responses to behavior for elementary students and secondary students.

Elementary Schools Leveled Responses to Student Behaviors

Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5
Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X				
Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X				
Scholastic dishonesty (cheating, plagiarism)	X				
Unexcused tardiness to class	X				
Unexcused tardiness to school	X				

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5
Altering an official document or record	X	X			
Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X		
Dress Code Violation	X	X			
Failure to be in one's assigned place on school grounds	X	X			
Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X			
Gambling (games of chance for money or profit)	X	X			

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5
Giving false information to staff	X	X			
Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X		
Unauthorized use of school electronic or other equipment	X	X			
Vandalism, graffiti or other damage to school or personal property	X	X	X		
Violation of the Acceptable Use of Technology/internet policy	X	X			
Violation of school board policy regarding the possession or use of portable communication devices	X	X			

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5
Bullying with no physical injury	X	X			
Cyberbullying		X	X		
Failure to respond to questions or requests by staff	X	X			
Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X		
Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material	X	X			
Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X			
Speaking to another in an uncivil, discourteous manner	X	X			
Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X			
Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X			
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	X	X			

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school. (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Alcohol: Possessing or using alcohol	X	X	X			X
Alcohol: Distributing alcohol to other students		X	X	X		X
Bullying Behavior without physical injury that continues after intervention. Bullying that leads to physical injury should be classified as Assault and Battery.			X	X		
Bus: Distracting the bus driver	X	X				
Bus: Endangering the safety of others on the bus	X	X				
Cyberbullying that continues after intervention. Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			X	X	X	
Drugs: Possessing drug paraphernalia or look-alike drug	X	X	X			
Drugs: Violating school board non-prescription (Over the counter) medication policy	X	X	X			
Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X			
Exposing body parts, lewd or indecent public behavior	X	X	X			
Fire alarm: Falsely activating a or other disaster alarm		X	X			
Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X			
Leaving school grounds without permission	X					
Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	X	X	X			
Physical sexual aggression and/or forcing another to engage in sexual activity					X	X
Shoving, pushing, striking a student with no visible injury	X	X	X			
Stealing money or property without physical force	X	X				
Stealing money or property using physical force (no weapon involved)			X	X		
Stealing money or property using weapons or dangerous instruments				X	X	

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school. (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X				
Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		X	X			
Trespassing		X	X			
Weapons: Possessing or selling any weapon as defined by school board policy, not including firearms				X	X	

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. (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Assault: Intending to cause physical injury to another person	X	X	X			
Assault and Battery: Causing physical injury to another person			X	X	X	X
Bomb threat – Making a bomb threat	X	X	X	X		X
Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	
Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)					X	X
Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	X	X	X			
Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X		
Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in <u>§18.2-46.1</u>	X	X	X	X		

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. (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in <u>§ 18.2-46.1</u> * (waiting for further clarification from VDOE)			X	X	X	X
Hazing as defined in <u>§ 18.2-56</u> and noted in <u>§ 22.1-279.6</u> . * (waiting for further clarification from VDOE)	X	X	X	X	X	X
Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X		
Threatening or instigating violence, injury or harm to a staff member	X	X	X	X		
Threatening or instigating violence, injury or harm to another student	X	X	X			
Possession of a firearm or destructive device as defined in <u>§ 22.1-277.07</u> .					X	X
Using any weapon to threaten or attempt to injure school personnel, students, or others					X	X

Secondary Schools Leveled Responses to Student Behaviors

Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students	Level 1	Level 2	Level 3	Level 4	Level 5
Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X			
Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X			
Scholastic dishonest (cheating, plagiarism)	X	X			
Unexcused tardiness to class	X	X			
Unexcused tardiness to school	X	X			

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Secondary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5
Altering an official document or record	X	X			
Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X		
Dress Code Violation	X	X			
Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X	X		
Failure to be in one's assigned place on school grounds	X	X			
Gambling (games of chance for money or profit)	X	X			
Giving false information to staff	X	X	X		
Refusing to comply with requests of staff in a way that interferes with the operation of school	X	X	X		
Refusing to comply with requests of staff in a way that interferes with the operation of school	X	X	X		
Unauthorized use of school electronic or other equipment	X	X			
Vandalism, graffiti, or other damage to school or personal property	X	X	X		
Violation of the Acceptable Use of Technology/internet policy	X	X			
Violation of school board policy regarding the possession or use of portable communication devices	X	X	X		

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) (Secondary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5
Bullying with no physical injury	X	X			
Cyberbullying		X	X		
Failure to respond to questions or requests by staff	X	X	X		
Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X		
Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material	X	X	X		
Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X	X		
Speaking to another in an uncivil, discourteous manner	X	X			
Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X		
Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X		
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	X	X	X		

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Secondary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Alcohol: Possessing or using alcohol	X	X	X			X
Alcohol: Distributing alcohol to other students		X	X	X		X
Bullying Behavior with or without physical injury that continues after interventions to stop the behavior. Bullying that leads to physical injury should be classified as Assault and Battery.		X	X	X		
Bus: Distracting the bus driver	X	X	X			
Bus: Endangering the safety of others on the bus	X	X	X			
Cyberbullying that continues after interventions to stop the behavior. Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			X	X	X	
Drugs: Possessing drug paraphernalia	X	X	X			
Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			
Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X			
Exposing body parts, lewd or indecent public behavior	X	X	X	X		
Fire alarm: Falsely activating a or other disaster alarm		X	X			
Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
Inciting or causing a substantial disturbance to the operation of school or the safety of staff and /or students.		X	X	X	X	
Leaving school grounds without permission	X	X				
Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X	X		
Physical sexual aggression and/or forcing another to engage in sexual activity				X	X	X
Shoving, pushing striking a student with no visible injury	X	X	X			
Stealing money or property without physical force	X	X	X			
Stealing money or property using physical force (assault) (no weapon involved)			X	X		

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Secondary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Stealing money or property using weapons or dangerous instruments				X	X	
Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			
Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		X	X			
Trespassing		X	X	X		
Weapon: Possessing or selling any weapon (not including firearms) as defined by school board policy				X	X	X

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 (Secondary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Assault: Intending to cause bodily injury to another person without causing bodily injury		X	X	X		
Assault and Battery: Causing physical injury to another person			X	X	X	X
Bomb: Making a bomb threat				X	X	X
Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
Drugs: Being under the influence of controlled substances illegal drugs or synthetic hallucinogens or unauthorized prescription medications				X	X	
Drugs: Using controlled substances illegal drugs or synthetic hallucinogens or unauthorized prescription medications				X	X	X
Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens to another student(s)				X	X	X
Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens to another student(s)				X	X	X

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 (Secondary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	X	X	X			
Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X	X
Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in <u>§ 18.2-46.1</u>			X	X	X	
Hazing as defined in <u>§ 18.2-56</u> and noted in <u>§ 22.1-279.6</u> .					X	
Striking Staff: The use of force against a staff member when no injury is caused			X	X	X	
Threatening or instigating violence, injury, or harm to another student		X	X	X	X	
Threatening or instigating violence, injury, or harm to a staff member		X	X	X	X	X
Weapon: Possession of a firearm or destructive device as defined in <u>§ 22.1-277.07</u> .				X	X	X
Weapon: Possession of a weapon, other than a firearm, as defined by school board policy			X	X	X	
Weapon: Using any weapon to threaten or attempt to injure school personnel, students, or others					X	X