

PATRICK COUNTY ELEMENTARY SCHOOL

STUDENT HANDBOOK

2022-2023

Patrick County Public Schools

P.O. Box 346
104 Rucker Street
Stuart, Virginia 24171
(276) 694-3163
Fax (276) 694-3170

Blue Ridge Elementary School

P.O. Box 30
5135 Ararat Highway
Ararat, Virginia 24053
Phone: (276) 251-5271
Fax: (276) 251-1354

Patrick Springs Primary School

75 Elementary Lane
Patrick Springs, VA 24133
Phone: (276) 694-3396
Fax: (276) 694-5806

Hardin Reynolds Memorial School

3597 Dogwood Road
Critz, Virginia 24082
Phone: (276) 694-3631
Fax: (276) 694-5805

Stuart Elementary School

314 Staples Avenue
Stuart, Virginia 24171
Phone: (276) 694-7139
Fax: (276) 694-5807

Meadows of Dan Elementary School

3003 Jeb Stuart Highway
Meadows of Dan, Virginia 24120
Phone: (276) 952-2424
Fax: (276) 952-1160

Woolwine Elementary School

9993 Woolwine Highway
Woolwine, Virginia 24185
Phone: (276) 930-2811
Fax: (276) 930-1238

NOTICE OF LANGUAGE ASSISTANCE

If you have difficulty understanding English, you may request language assistance services and information can be communicated in the language of your preference.

Aviso a personas con dominio limitado del idioma inglés: Si usted tiene alguna dificultad en entender el idioma inglés, puede solicitar asistencia lingüística y la información puede ser comunicada en el idioma de su preferencia.

PATRICK COUNTY PUBLIC SCHOOLS WEB ADDRESS: www.patrick.k12.va.us

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HANDBOOK AMENDMENTS AND ADDITIONS

This handbook is subject to amendments and additions throughout the school year as the School Board, Superintendent, Principal, and/or Patrick County High School staff deem necessary. Both parents/guardians and student will be notified of such amendments and/or additions. Any amendments and/or additions shall be considered a part of this handbook.

INTRODUCTION

It is the goal of Patrick County Public Schools to provide a safe and effective environment in which all students can learn. By working together, parents/guardians, students and school staff can make this happen. Communication is a key factor in successfully working together.

This handbook is just one part of the network in place for home/school communication. Its main purpose is to share information that will help your family have a better understanding of policies and procedures used in the day-to-day operation of the school. Please take the time to review it with your student. If you have questions, please contact your student's school.

The following rights and responsibilities are provided for students, parents/guardians, and school personnel:

Students.....

For your success you are encouraged to

- Attend school daily
- Strive to do your best
- Follow school rules
- Be prepared
- Accept responsibility for your behavior and actions

Parents/Guardians.....

For student's success you are encouraged to

- Ensure that student attends school regularly
- Promote high expectations for student's behavior and academic achievement
- Establish and maintain open lines of communication between home and school
- Ensure that student gets plenty of sleep, a good breakfast, and is properly dressed
- Participate in school activities including parent-teacher conferences, parent-teacher organization meetings, etc.
- Regularly discuss school work with student
- Assist student in being responsible for his/her behavior and actions
- Support school personnel

School Personnel.....

For student's success we will

- Provide a safe and effective learning environment
- Establish and maintain open lines of communication between school and home
- Comply with district and state policies/regulations
- Provide opportunities for every student to be successful
- Promote student responsibility for behavior and actions

SECTION ONE: GENERAL INFORMATION

AFTER-SCHOOL ACTIVITIES

Students staying after school for activities must have written permission from parents/guardians stating the reason and who is responsible for supervision while on school grounds. Notes should also include the name of person picking up student and emergency contact number where parent/guardian can be reached. Students must be supervised by the adult in charge of the after-school activity.

APPEARANCE/GROOMING

School is the student's place of business. Their attire and appearance shall not be disruptive to the learning environment. Students shall dress in a manner that does not endanger their safety or the safety of others. Unacceptable attire includes, but is not limited to:

- Showing of undergarments
- Showing of midriff and/or parts of the body in a lewd or inappropriate manner (i.e. half shirt, halter top, see through clothing, bedtime apparel, etc.)
- Shoulder straps of less than 1½ inches in width
- Inappropriate sayings/displays on clothing
- Excessively tight-fitting clothing such as exercise attire
- Length of shorts, skirts or dresses no shorter than to the bottom of a student's fingertips
- Hats, bandanas, sunglasses or any other inappropriate head gear

ASSEMBLIES

Students are expected to exhibit good manners, courtesy, and respect during assemblies.

CAFETERIA - BREAKFAST/LUNCH

Meals are provided for all students and personnel. Schools will take appropriate steps to ensure that all foods served to students are prepared and packaged in accordance with approved sanitation practices at a facility subject to governmental health regulations and regularly inspected by licensed health inspectors. Foods prepared in non-inspected facilities, including private homes, will not be served to students while under the direct supervision of the school. This prohibition does not extend to food intended for the exclusive use of residents of a home in which it was prepared or to food prepared as a classroom instructional activity with an approved curriculum.

Vending machines are not available to students during scheduled breakfast and lunch times. Any outside restaurant food brought into the cafeteria must be in non-labeled packaging. Students are prohibited from bringing sodas to school unless teacher or designee gives permission for a special activity.

Students will be eligible for free breakfast and lunch and will not be allowed to accrue charges for items. Parents/guardians have the opportunity to add money to student accounts. Students use the identification card or pin number to debit expenses. All cafeteria debts should be paid in order for a student to participate in field trips, or end of year activities. The school's messaging system will notify parents/guardians when student accounts are low and/or overdrawn. Students who withdraw or transfer out of PCPS and still hold a cafeteria balance must request a refund of the unused balance by the end of the current month.

EMERGENCY DRILLS

Each school will comply with the laws regarding fire drills as enacted by the General Assembly. Specific instructions will be formulated so that every person in the building knows how to evacuate by the most expedient route. Each classroom will have the evacuation route posted clearly by the exit door. All emergency drills will be conducted according to policy. Specific instructions will be conveyed to every person in the building as to what to do during each emergency drill situation. (PCPS policy reference: EB/EBCB)

EMERGENCY INFORMATION FORMS

At the beginning of the school year, parents/guardians are asked to submit information regarding his/her student. This information includes telephone numbers and addresses of people who can be contacted in case the parent/guardian cannot be reached (emergency contact). This information is submitted through the online registration portal. The student will not be released to anyone who is not specified on the emergency contact list without written permission and phone call to parent/guardian to verify note. Photo I.D. may be requested by school personnel.

FIELD TRIPS

Field trips are planned throughout the year as a supplement to classroom instruction. Permission forms are sent home to inform parents/guardians of trips and obtain a parent's/guardian's signature and emergency contact information in order for the student to participate. These forms must be returned to school on or before the day the activity is scheduled. PCPS policies and regulations apply to school field trips.

FUND RAISING

Door-to-door solicitation by students is prohibited. Parents/Guardians are encouraged to sell in order for their child to participate in the fundraiser and its incentive program, when applicable.

HALLWAY PROCEDURES

Students are to quietly walk to the right in the hallways, keeping hands, feet and objects to themselves. This procedure enables students in the classroom to have a quiet environment to learn while avoiding possible problems in the hallway.

ID CARDS

All students will be issued one identification card annually to be used in the cafeteria and library. If the card is damaged or lost, a charge will be assessed for the cost of issuing a new card. The card (or assigned pin number) must be used each time a student purchases a meal or extra items from the cafeteria.

INCLEMENT WEATHER-SCHOOL DAY CANCELLATION/EMERGENCIES

Inclement weather involves snow, sleet, ice, extremely cold conditions, floods, earthquakes, tornadoes, and hurricanes. When schools open on a delay schedule, close early, or cancellations occur due to inclement weather or other emergency situation, the School Messaging System will be utilized to inform parents/guardians and to assure student safety. Within minutes of the decision to delay/close/cancel schools or school activities, officials will use this system to deliver a single, clear message to student's parents/guardians by telephone, cell phone, e-mail, and text in any combination. In addition, the information hotline (276) 251-3154 can be used to access information regarding school delays/closings/cancellations or other emergency situations.

In the event of an early dismissal due to inclement weather or an emergency situation, students will follow the written instructions submitted by parents/guardians on the "Early Dismissal Information" form indicating a regular bus stop, change in regular bus stop, or car rider. All students

must leave the building at dismissal time. In the event that students are not picked up promptly from school or no contact can be made with parents/guardians, Social Services or the Patrick County Sheriff's Department may be contacted.

LIBRARY MEDIA CENTER

The school library is a resource center available to all students on a regularly scheduled basis. Students are to be quiet when using the library, handle materials and equipment with care, and leave work areas neat and tidy.

Books are checked out for a one-week period and may be renewed once. Students must return books on the due date to avoid depriving other students of the use. If books are damaged or lost, a fee is charged to repair or replace those books.

LOCKER USAGE

Lockers may be provided for students in grades four through seven. No tape, stick-on mirrors, or anything that will damage the locker is allowed on the inside or outside. Lockers are to be kept neat and treated with respect; no slamming, kicking, writing, etc. Fines will be charged for any damage to lockers.

MOMENT OF SILENCE and PLEDGE OF ALLEGIANCE

The Patrick County School Board recognizes that a moment of silence and the recitation of the Pledge of Allegiance before each school day prepares students and personnel for their respective work. Therefore, each teacher will observe a moment of silence along with reciting the Pledge of Allegiance at the beginning of the first class of each school day. As stipulated by law, the duration of the period of silence will be one minute. Students are to remain silent and not disrupt or distract other students during this time. The moment may be used for any lawful silent activity, including personal reflection, prayer, or meditation. The teacher responsible for each class shall not influence, in any way, students to or not to pray or meditate during this time. Students and employees shall refrain from speaking audibly during the moment of silence.

PARENT PORTAL

The Parent Portal allows a parent/guardian instant access to his/her child's academic information, including individual classroom assignments and corresponding grades, and report cards. However, grades are only shown after teachers have finished entering them and have published them into the portal. Due to the nature of the classroom, some grade books may be updated more frequently than others. Please contact the school's main office for additional information and directions to sign up for access. Report cards will be posted quarterly in the Parental Portal. If parents would like a paper copy of the report card, they may call the school office and request a copy.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled twice during the school year. Parents/guardians are encouraged to attend these conferences to gain information concerning student progress. Additional conferences can be arranged by sending a note to the teacher, e-mailing the teacher, and/or counselor, or by phoning the main office.

PROHIBITED ITEMS

Items that violate school policy are not allowed on school property at any time. Additionally, items that may cause harm or disruption to student learning are not allowed unless authorized by the teacher. Prohibited items include but are not limited to toys, soda, and glass containers. Unauthorized items will be confiscated and returned only to parents/guardians.

SCHOOL - COMMUNITY RELATIONS

Patrick County Schools attempt to involve parents/guardians, as well as others, in as many facets of school life as possible. Parents/guardians are invited to join the PTO and support its programs and activities. Parents/guardians and community members are asked to serve on various school-level and division-level committees. Resource people are invited to school as a means of enriching the scope of instruction offered. It is the goal of the school division to keep an open line of communication by resolving parent/guardian or citizen issues and concerns in a timely and appropriate manner through the established chain of responsibility. Acknowledgement of individual concerns or issues will be made within five school days. The chain of responsibility begins with initial issues and concerns addressed directly with the child's teacher(s). If a resolution cannot be reached, the following professionals may be contacted in this order: building principal, assistant superintendent, superintendent, and finally the Patrick County School Board.

SCHOOL MESSENGER

School Messenger is a communication tool used to inform families of school related information, events and emergencies. It is very important that contact information is correct in the School Messenger System.

The main number provided on the student's information sheet will automatically be added to School Messenger. Parents/guardians are responsible for adding additional numbers. Parents/guardians must set up an account to add and maintain contact information.

If parents/guardians do not have a School Messenger account set up, please request the access letter from the school's main office.

If parents/guardians currently have an active account, please review information to ensure all contact information is updated and correct.

TELEPHONE

Students will not use the phone for personal calls except in an emergency and with staff permission. In the event a student receives a call, he/she will be called out of class only in the case of an emergency.

TELEPHONE/ADDRESS CHANGES

Parents/guardians must notify the school immediately if there is a change of address, telephone number (home, cell or work), childcare provider, or person to contact in an emergency. This information is very important in case the student becomes ill or injured. If a parent/guardian cannot be contacted after a reasonable attempt, social services or Patrick County Sheriff's Department may be contacted.

TEXTBOOK CARE

All students are provided free textbooks. The student and parent/guardian assumes responsibility for the care of textbooks. If books are damaged or lost, a fine will be assessed based on the condition of the book at the time it was issued.

TRANSFER OF STUDENT RECORDS

Student's official school records will be sent to the requesting school upon receipt of an official transcript request.

VISITORS

Parents/guardians and visitors are encouraged to visit schools. Everyone visiting the school must stop by the office to sign in and confirm the purpose of the visit to ensure security, not interrupt classroom instruction, and obtain a visitor's pass while in the building. A parent/guardian who plans to take his/her child from school grounds after a visitation must sign out the child in the office. A visitor must enter the building through the designated visitor's entrance of the school.

If a parent/guardian desires to confer with his/her child's teacher, a conference may be scheduled before or after regular school hours or at another pre-arranged time.

*Note: Visitors are prohibited from taking pictures of any student other than their own child.

VOLUNTEERS

Volunteers are welcome! A volunteer training session will be scheduled for all parents/guardians and community members interested in becoming a school volunteer.

SECTION TWO: ATTENDANCE

ATTENDANCE REGULATIONS JED-R (04/2020)

Absences/Ttruancy School and Class Attendance -Grades K-12

The Patrick County School Board is committed to affording its youth a high-quality education. To reinforce this commitment, standards for student attendance are developed to encourage punctuality, self-discipline, responsibility, and overall student success in school.

Students are expected to be in school, in class, and ready for instruction. Daily and punctual school attendance is essential to each student's academic development. Absence from school is detrimental to student achievement. The following guidelines will be used for awarding perfect attendance for the school year: The student must be in a classroom setting for a minimum of two hours to be considered "present". The two hours do not have to be consecutive, nor at the beginning of the school day. Tardies and/or early dismissals that exceed six (6) for the year will result in the student not being eligible for perfect attendance.

As required under the provisions of law, each parent/guardian is responsible for regular and punctual attendance of any child in his or her charge within the compulsory age for school attendance. Emancipated students are responsible for their own regular and punctual attendance. Parents and emancipated students are expected to work cooperatively with school personnel to correct attendance problems, including meetings with teachers, counselors, or administrators.

Each member of a school's faculty is expected to avoid causing a student to be tardy or absent from a colleague's class. If a student is tardy or absent because of being detained by a faculty member, then he/she will be considered excused and the absence will not be included in the count for excessive absences.

Students shall not be in an unauthorized area of the school without prior permission, and shall not leave a classroom, building, or assigned area without proper permission. Students who do not comply with this section will be subject to disciplinary action in accordance with the Code of Student Conduct and Discipline Guidelines.

A. Absence Defined

Students of school age shall attend their assigned schools during school hours in accordance with state law. The Superintendent, through the principals, shall be responsible for maintaining accurate records of student attendance and for closely monitoring the reasons for students' absences.

Parents shall furnish a reason for absences from school upon the child's return to school.

Students who are absent with a prior written notice from a parent for observance of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which he missed by reason of such absence, if the absence is verified in an acceptable manner by the principal or his/her designee.

At the elementary school level, if a student does not attend school for at least two hours, he/she is counted absent.

At the high school level, absences are computed for each class. A student who misses more than half of the class period or forty-five (45) minutes of any class will be counted absent for that class.

B. Excused Absences

On the first day after returning to school, documentation from doctor appointment, etc. should be submitted. Students will be allowed six (6) parent notes during the year for excused absences at the elementary level. High school students are allowed three (3) parent notes per semester for excused absences.

Excuses for absences that shall be deemed acceptable and excusable include the following:

- Student illness or injury
- Quarantine
- Medical or dental appointments
- Student court appearance
- Death in the immediate family (parents/guardians, grandparents, brothers, sisters, foster parents)
- Religious observances
- Pre-arranged college visits (2 per year)
- Extenuating circumstances, which are determined appropriate and arranged in advance by the school administration

Note: The principal or designee may consider circumstances beyond the control of the students and/or parent and excuse the student from school for reasons other than those listed above.

Classes missed due to school sponsored activities, e.g., field trips and athletics, are excused since students are considered present in school for these activities. Classes missed due to exam exemptions are also excused.

C. Religious Holidays

Students shall be excused for the observance of traditional religious holidays. The parent who is responsible for notifying the child's school of the religious holiday(s) to be observed should prearrange absences. Parent's notes shall specify:

1. the date(s) of the absences(s);
2. the name of the religious holiday; and
3. a statement that the absence is due to the exercise of the student's bona fide religious beliefs.

If the parent is unable to prearrange the absence, a request for exemption must be received no later than the second day after the student's return to school from the absence occasioned by the religious observance. Students are responsible for contacting teachers for work missed.

D. Unexcused Absences

A student's absence shall be unexcused for the following reasons: parent verification of personal illness or absence (seven (7) or more per year at the elementary level; four (4) or more per semester at the high school level), family vacation, skipping, truancy, suspensions, and other absences without prior school approval.

E. Parental/Guardian Notification of Absences

A documented attempt will be made to contact the parent or guardian if a student is absent without administrative approval or knowledge.

F. Recordkeeping for Absences

Each principal is responsible for establishing a school recordkeeping system for all student absences.

Excused absences for school-sponsored/related activities, authorized visits of students with school personnel, and recognized religious holidays should be noted as such.

All absences can be verified via phone or written note.

Students who are absent from school may not participate in any extracurricular activities of the school that same day without permission of the administration. A student must attend a minimum of two (2) hours at the elementary level and two (2) blocks at the secondary level to be counted present for the day and to participate in any extracurricular activities.

G. Make-up Work

When a student is absent, he/she will have one school day for each day's absence to complete make-up work. If parents request make-up work on the day of the child's absence, this request must be made by 10:00 am. Any make-up work may then be picked up, at the end of the school day, in the front office to avoid interruption of class instruction. It is recommended that assignments or make-up work be picked up by an adult as opposed to being sent by students. Make up work not submitted on time will result in a grade of zero.

H. Excessive Absences

The following procedures shall be utilized as mandated by the Code of Virginia, Section 22.1-254/22.1-258 and School Board Policy JED in handling student attendance problems:

- If a student fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, a reasonable effort to notify by telephone the parent to obtain an explanation for the pupil's absence shall be made.

- If a student fails to report to school for a total of (5) unexcused days for the school year the principal or his designee will make a reasonable effort to make direct contact with the parent in person, through telephone conversation, or through the use of other communication devices to obtain an explanation for the student's absence and to explain to the parent the consequences of continued nonattendance. The school principal or his designee, the student, and the student's parent will jointly develop a plan to resolve the student's nonattendance.
- If a student fails to report more than one additional day after direct contact with the student's parent, the school principal or his designee will schedule a conference with the student, his parent, and school personnel. The conference may include the attendance officer and other community service providers to resolve issues related to the pupil's nonattendance. The conference team will monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve.
- In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the student is resisting parental efforts to comply with compulsory attendance requirements, the principal or his designee will make a referral to the attendance officer. The attendance officer will schedule a conference with the student and his parent and may (i) file a complaint with the juvenile and domestic relations district court alleging the student is a child in need of supervision or (ii) institute proceedings against the parent.
- A student who misses over twenty-five (25) days of school may be considered for retention.

1. Resulting Actions

Truancy interventions may include, but is not limited to, the following: parent conference; scheduled contact with parent; referral to the guidance counselor; loss of privileges and/or restricted participation in school activities; referral to alternative learning program; and recommendation to the administration for other consequences.

ATTENDANCE AND ACTIVITY PARTICIPATION

It is imperative that a student be in school for academic success. The following guidelines will be used for determining participation in school planned activities:

- It is at the discretion of school personnel to determine whether a student may attend a school field trip based on student's attendance prior to the planned field trip. If remediation of missed instruction is needed, the student may not attend and will receive remediation by teacher or designee.

If a student has 3 or more unexcused absences in a nine-week period, he/she may be prohibited from participating in after school activities. This is at the discretion of school personnel.

Note: Absences due to trips or vacations are not deemed acceptable and will be unexcused.

ATTENDANCE AWARDS

The following guidelines will be used for awarding perfect attendance for the school year:

- Student must be in a classroom setting for a minimum of two hours to be considered "present".
- The two hours do not have to be consecutive, nor at the beginning of the school day.
- Tardies and/or early dismissals that exceed six (6) for the year will result in the student not being eligible for perfect attendance.

These guidelines do not replace individual school attendance recognition programs (i.e. each nine weeks perfect attendance, etc.) but are to be utilized across the school division for end-of-year perfect attendance. Therefore, students may receive perfect attendance for each nine weeks grading period and not receive this honor at the end of the year due to the number of tardies and/or early dismissals.

ARRIVAL TIMES/TARDIES

Individual schools have varying beginning and ending times. Being in school on time and every day is vitally important to a student's success. Every effort should be made to have the student in school and ready to learn. Please remember that lateness is a disruption to the instructional day and should be avoided. The first 30 minutes of the day set the tone for the remainder of the day. Important instructions and information are included in those first few minutes.

Students who arrive after school begins are to bring a note regarding why the student is late and report to the office to check in. The student will be issued a pass to be admitted to class. Tardies are discouraged and will have a direct impact on attendance recognition. Tardies and/or early dismissals that exceed six (6) for the year will result in the student not being eligible for perfect attendance.

DISMISSAL TIMES/EARLY DISMISSALS

Students should remain in school for the entire instructional day for maximum learning. Parents/guardians are to send a note to school indicating the time and the reason for early dismissal. Early dismissals are discouraged and will have a direct impact on attendance recognition. Early dismissals and/or tardies that exceed six (6) for the year will result in the student not being eligible for perfect attendance.

If someone is picking up a student other than the parent/guardian, a note from the parent/guardian must be presented. School personnel may request photo identification before allowing a student to leave school premises. Students must be signed out through the main office. Please refrain from going to individual classes, as it is an interruption in the instructional program for all children. The student will not be allowed to leave class, until the teacher receives notification from the office.

SUSPENSION – SCHOOL ACTIVITIES

A suspended student will not be allowed on school grounds for any and all extracurricular activities such as ball games, dances, plays, etc. Only regular school days can be counted as suspension days, therefore, days lost to inclement weather will not be counted as suspension days. Follow guidelines for “Make-Up Work” for missed assignments.

SECTION THREE: ACADEMICS AND HONORS

ACADEMIC AND CAREER PLANS

Each student entering the eighth grade at Patrick County High School will have an Academic and Career Plan that has been created with the student at the elementary school level. The Academic and Career Plan is designed to be a working document that maximizes student achievement by having the student accomplish goals in high school that lead to postsecondary and career readiness. The plan will be student-driven and maintained by school personnel working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path. The student, parent/guardian, and school personnel will maintain a plan agreed upon by all parties to ensure everyone is focused on working toward the same goals, as well as, analyze and adjust the Plan in response to new information to meet the needs of the student.

ACADEMIC GRADING ASSESSMENT

In determining the student’s academic achievement or grade, the following system will be utilized in the Patrick County Public Schools.

- Grades K-2:
- Progress marks for content areas

4 – Exceeding/Above Grade Level Standards

3 – Meeting Grade Level Standards

2 – Developing Grade Level Standards

1 – Experiencing Difficulty Meeting Grade Level Standards

Blank indicates not covered or assessed at this time.

- Grades 3-7:
- Content area progress scale

Symbols :

A (90-100) Excellent

B (80-89) Good

C (70-79) Average

D (60-69) Experiencing difficulty

F (below 60) Failure

ACADEMIC HONOR/RECOGNITION

To recognize students who have achieved a specified level of performance on the progress report, recognition lists will be based on the following criteria:

- Grade K-2

Students in grades K-2 will be recognized for academic growth at the school level.
- Grades 3-7

Principal’s Award of Language Arts, Science, Social Studies and Math

All A’s in academic area

Academic Award of Language Arts, Science, Social Studies and Math

All A’s or B’s or combination in academic area

CHARACTER EDUCATION

Code of Virginia 2.1-208-01 Character Education. Each school board shall establish, within its existing programs, a character education program in its schools. The purpose of the character education program shall be to instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The basic character traits taught may include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

COMPLETION OF ASSIGNMENTS

All students are expected to complete classroom and homework assignments. Incomplete or late assignments will result in a reduction of the final grade as determined by the teacher. Failure to complete assignments may result in the student receiving a zero on the assignment.

GIFTED PROGRAM

Patrick County Public Schools offer gifted educational opportunities that are structured to assist with each identified student to develop his/her special abilities. Referrals are accepted anytime from school personnel, parents/guardians, peers, mentors, community members and self-nomination. Forms may be obtained from any school as well as the school division website.

HOMEWORK PROCEDURAL GUIDELINES

Homework is defined as assignments to be done outside the classroom to reinforce classroom instruction, which increases understanding and retention of material presented, transfers and extends classroom instruction, prepares for class discussion, and provides curriculum enrichment opportunities. In addition, homework can provide an essential communication link between school and home.

For homework to be an effective extension of the school program, teachers, parents/guardians, and students share the responsibility for developing and maintaining good homework practices.

The teacher:

- Teaches skills necessary for the student to complete homework (i.e. note-taking, preparation for upcoming tests)
- Assures that students understand and know how to complete assignments successfully
- Coordinates, when possible, with other teachers so that no student receives excessive assignments on a single night
- Monitors, checks, and/or evaluates homework in a timely manner
- Will not assign homework as a means of punishment
- Will communicate his/her guidelines for failure to complete and/or submit homework assignments to students and parents/guardians to include, but not limited to time-out to complete missed assignments, reduction in grade or zero, etc.
- May reduce homework grade if assignment is incomplete or not completed on time

The parent/guardian:

- Expects the student to complete homework regularly
- Provides an appropriate environment for homework completion
- Helps the student work to find the answer, rather than doing the work for the student
- Is supportive and gives assistance when student becomes frustrated or discouraged
- Arranges with the school to secure assignments when a student is absent
- Communicates promptly with the teacher when homework concerns arise and promptly follows up with principal if concerns are unresolved
- Understands that the teacher may reduce grade if the assignment is incomplete or not completed on time as outlined by teacher

The student:

- Will seek assistance from school personnel to be sure all assignments are clear
- Is prepared and organizes his/her time to work on assignments
- Turns assignments in on time
- Will have high standards regarding quality and completeness of work

Time Guidelines

The time allotted to homework should increase gradually from grade to grade. The following is a list of approximate daily time allotments (may vary according to the child):

Grades PK-2	up to 20 minutes
Grades 3-4	up to 45 minutes
Grades 5-7	up to 80 minutes (approximately 20 minutes per subject)

These times are approximate. When enough time has been allowed in school for class work, and that work has not been completed, the student may be given the option of completing the assignment at home. This situation may exceed the recommended daily time allotted. Frequent violations in completing homework will be communicated in writing to parent by teacher with requirement for parent to sign the correspondence as acknowledgment of the situation.

If you have questions regarding your child's homework, please feel free to contact your child's teacher.

MAKE-UP WORK

When a student is absent, he/she will have one school day for each day's absence to complete make-up work. If parents request make-up work on the day of the child's absence, this request must be made by 10:00 a.m. Any make-up work may then be picked up, at the end of the school day, in the front office to avoid interruption of class instruction. It is recommended that assignments or make-up work be picked up by an adult as opposed to being sent by students. Make-up work not submitted on time will result in a grade of zero.

PHYSICAL EDUCATION AND HEALTH

Each student in grades PK-7 is required to wear appropriate clothing/shoes for physical education activities.

In order for a student to be considered for "extended medical" release from physical education, parents/guardians must provide a note from the doctor stating what the student can/cannot perform in physical education. A doctor's note is also required if a student cannot FULLY participate in physical education for more than two consecutive days.

A written excuse, signed by a parent/guardian, is required when the student cannot FULLY participate in physical education. When the parent note is received, the student will be required to participate in a modified educational plan that includes, but is not limited to completing a PE article assignment and/or participating in modified activities that may include slowly walking, raising feet/arms or other simple activities. After two parent excuses during one grading period are provided, the student must obtain a doctor's note.

PROCEDURAL GUIDELINES FOR PROMOTING AND RETAINING STUDENTS IN THE PATRICK COUNTY ELEMENTARY PUBLIC SCHOOLS (K-7)

Promotions from one grade to another are based on 75% mastery on the Standards of Learning Objectives (as determined by test results/teacher assessments) and/or satisfactory academic achievement, ability, chronological age, effort, attendance, handicaps, and the probable effects of promotion or retention on the student. Teachers and administrators of PCPS recognize the value of addressing individual student needs. School personnel may employ a variety of remediation/tutoring strategies aimed at supporting students to ensure grade-level of skills are acquired. These remediation/tutoring sessions may be offered during the school day as a part of regular instruction, in place of exploratory instruction, or after school.

A student should not be retained more than once in any one grade. A student also should not be retained more than once in grades K-3 and once in grades 4-7. A student who fails to meet the requirements for promotion will be required to participate in special remediation, (i.e. summer school, after school tutoring, and/or other remedial programs/services) A student who misses over 25 days of school may be considered for retention.

General Information

1. A student who has not successfully completed a grade level may be placed to the next grade.
2. The school's child study committee will serve as the retention screening committee to review the academic progress, ability, age, effort, attendance record, handicaps, and the probable effect of promotion or retention upon the student.
3. A student demonstrating high academic achievement will progress through each grade level. "Double promotions" will not be considered as a means of providing an appropriate instructional program.
4. In special cases, when an elementary student has developed physically, socially, and emotionally in advance of his/her grade level, consideration may be given to placing the student with appropriate peer group.
5. A student participating in special education program(s) will be promoted/retained as determined by satisfactory completion of his/her Individual Education Plan (IEP) and/or progress in regular education programs.

Reporting Student Progress

1. Progress reports will be issued for each nine-week grading period and posted in the Parent Portal. Paper copies will be available based on parent/guardian request.
2. Parents/guardians will be notified, in writing, at the completion of the second nine-week period and again at the completion of the third nine-week period of unsatisfactory progress. This notification will be mailed to parents/guardians.
3. A minimum of two parent-teacher conferences will be scheduled during each school session. Additional parent/guardian contacts will be attempted by phone, email and/or by written notices when the student is demonstrating unsuccessful progress.
4. In all cases, the school's child study committee will make the final decision regarding promotion/retention.

SECTION FOUR: REGULATIONS FOR SCHOOL BUSES

BOARDING THE BUS

- Students should be on time. It is recommended that students be at their bus stop five minutes before the scheduled arrival time of the bus.
- Headstart/PK through third grades students **MUST** have a parent/guardian or appointed person by the parent/guardian with the student at the bus stop in the morning and afternoon. This person **MUST** be visible to the driver. If no one is there in the afternoon the student will be taken back to his/her respective school and a parent/guardian will be contacted. If parent/guardian cannot be contacted after reasonable attempt, social service or Patrick County Sheriff's Office will be contacted.
- Students should wait off the traveled portion of the roadway until the bus comes to a complete stop.
- Students, while waiting at a bus stop, should respect the property of home and business owners in the area.
- If students must cross a roadway, they are to do so at a distance of at least ten feet in front of the bus, never behind the bus. Students must not cross a roadway until the driver has signaled that it is safe to do so.
- Students should board the bus immediately and quickly be seated in their assigned seats.

- Students are permitted to ride only the bus to which they are assigned, and will be picked up and released by the driver only at their regular stops. Should it be necessary for a student to ride another bus or to get off at a different stop, written permission from the parent/guardian, with approval by the principal, must be presented to the bus driver. No change will be made in the location of bus stops or bus routes without approval of the transportation office.

CONDUCT ON THE BUS

- Students should remain seated while the bus is in motion. Hands, head, or any part of the body should never be extended from windows of the bus.
- Students should remain reasonably quiet so as not to distract the bus driver, and should obey the driver's directions promptly.
- Students are permitted to talk in a normal conversational manner. Use of profanity or obscene and suggestive language **WILL NOT** be tolerated from any student.
- For sanitary as well as safety reasons, food and drinks (including chewing gum) will not be allowed on buses except school approved lunches/snacks in proper containers. These cannot be opened while on the bus. Never shall such objects occupy a seat or block passageway. (Occupying seat and blocking passageway refers mostly to field trips.)
- Electronic equipment is not permitted on school buses without prior approval from driver or school administrators.
- Combustible or flammable materials are not to be carried on the school bus.
- The use of tobacco, in any form, is prohibited.
- Students should use caution in order to assure that objects carried in their pockets or attached to their clothing do not mark, scratch or tear bus seats. Fines will be assessed for willful damage to a bus.
- Alcoholic beverages and other drug-related intoxicants are prohibited on school buses.
- To use or tamper with the emergency door/windows and roof hatch is strictly forbidden, except during an emergency.
- Bullying, fighting, tussling or harassment of others passengers **WILL NOT** be tolerated.
- Only school supplies may be carried to school. No glass objects or animals (dead or alive) may be carried on the bus. If flowers are sent to the school and are to be carried home on the bus they must be in plastic vases. Balloons are prohibited.

LEAVING THE BUS

- Students must remain seated until the bus comes to a complete stop.
- Students are to leave the bus in an orderly manner and with due speed, walking quickly and directly away from the bus.
- If students must cross a roadway, they are to do so at a distance of at least ten feet in front of the bus, never behind the bus. Students must not cross a roadway until the driver has signaled that it is safe to do so.

VIDEO / AUDIO MONITORING SYSTEMS

- Students riding buses equipped with Video/Audio Monitoring Systems are subject to be recorded. A recording on a school bus will be shown to school personnel or the proper authorities as deemed necessary.

CODE OF CONDUCT

- Students must follow all school bus rules for safety in order to utilize school transportation.
- While riding a school bus, students are subject to all the rules and regulations described in the school handbook. The bus driver is in charge of all passengers and has the authority to assign seats and make any other arrangements deemed necessary to maintain a safe and orderly environment. Students are required to obey the driver.
- Disruptive behavior and infractions of school rules may result in loss of bus riding privileges from days up to the remainder of the year, depending on the frequency and severity of the behavior.

CONCERNS AND SAFETY

- All school buses owned by Patrick County Public Schools are posted with a "NO TRESPASSING – AUTHORIZED PERSONNEL ONLY" sign located on the steps at the entrance door of the school bus. Buses are posted in this manner to help insure the safe transportation of students. No person(s) are allowed on the bus other than the driver, students, other school and emergency personnel as needed.
- If you have any additional questions with problems relative to the transportation of your child, please feel free to contact the transportation office (276-694-3268).

SECTION FIVE: HEALTH

CLINIC

A clinic area is available in case a child needs temporary first-aid care or is too ill to remain in the classroom. Every effort is made to contact parents/guardian in case of illness. If a student's condition progresses, procedures from the "Serious Injury or Illness" section will be followed.

If a child is ill, he/she should remain at home, where adequate care and supervision can be given. If parent/guardian cannot be contacted after a reasonable attempt, Department of Social Services or Patrick County Sheriff's Department will be contacted.

CONTAGIOUS DISEASES

If a student is ill with a contagious disease, please notify the school. Do not send a student to school if he/she has a contagious illness, fever, or has vomited within 24 hours. We want to limit the spread of illnesses for the welfare of everyone.

HEAD LICE

The Patrick County Public Schools have established guidelines for students who have head lice. Periodic screenings occur when head lice has been confirmed in a classroom. If head lice are found, the student is removed from the classroom and parents are contacted to pick up their child. If parent/guardian cannot be contacted after a reasonable attempt, Patrick County Sheriff's Department and/or Social Services will be contacted. The student may return to school **ONLY** after the parent provides the required documentation to verify that the child has been treated and has been checked by school personnel. This documentation is a cash register receipt with treatment item listed, box top of medicated shampoo used and signed parental verification that child has been treated. Upon return to school, school personnel will continue to monitor the child for possible reoccurrence of head lice. Please continue to recheck the student's hair.

IMMUNIZATION/ENROLLMENT REQUIREMENTS

According to the Code of Virginia #22.1-270, NO pupil shall be admitted for the first time to any public elementary school in a school division unless such pupil shall furnish:

- 1) A certified physical examination performed no earlier than twelve months prior to the date the student first enters school and the Code does not extend a grace period for complying with this requirement. Several exceptions exist to this requirement: homeless students, those whose parents/guardians object due to religious belief, and students in foster care, or
- 2) Records establishing that student furnished such a report upon prior admission to another school. No student will be admitted to school unless at the time of admission the student or his/her parent/guardian submits documentary proof of immunization unless student is exempted from immunization as identified in 22.1-271.2 of the Code of Virginia. Students who have immunizations that are incomplete may be admitted conditionally if proof is provided that the student has received at least one dose of the required immunizations accompanied by a schedule for completion of the required doses within 90 days. No student will be admitted for the first time to the school unless the person enrolling the student presents a certified copy of the student's birth certificate. If a certified copy cannot be obtained, the person enrolling the pupil shall submit an affidavit. Within fourteen days after enrolling a transfer student, the principal will request that the school from which the student is transferring submit documentation that a certified copy of the pupil's birth certificate was presented upon the student's initial enrollment. To be adequately immunized a student must provide proof of the following:

DPT	A minimum of 4 doses. A child must have at least one dose of DTaP or DTP Vaccine on or after the fourth birthday. DT vaccine is required for children who are medically exempt from the pertussis containing vaccine. Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2019, a booster dose of Tdap vaccine is required for all children entering the 7 th grade.
Polio	4 Doses (minimum) with one dose received after the fourth birthday
MMR	A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.
Pneumococcal	This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.
Varicella	All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.
Hepatitis B	A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule ONLY for adolescents 11-15 years of age AND ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Haemophilus Influenza Type B (HIB) This vaccine is required **ONLY** for children up to 60 months of age. A primary series consists of either 2

or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have 1 dose of vaccine.

Human Papillomavirus (HPV) Two doses of properly spaced HPV vaccine for males and females with the first dose administered before the child enters the 7th grade. After reviewing education materials approved by the Board of Health, the parent or guardian, at the parent's/guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Rotavirus Two or three properly spaced doses, depending on manufacturer, for children up to eight months of age.

Hepatitis A Two properly spaced doses with the first dose administered at age 12 months or older.

Meningococcal Conjugate (MenACWY) The first dose shall be administered prior to entry to the 7th grade and the second dose prior to entry to the 12th grade.

MEDICATION

If it becomes necessary for a student to take any form of medication at school, parents must assume responsibility for the following:

1. Providing the school with written documentation that includes the following information: student's name, name of medication, dosage, hours to be given, name of licensed prescriber, date of prescription, expiration date of medication, expected duration of the administration of the medication and possible side effects. The use of all prescription medication should be authorized in writing by a licensed prescriber, which includes physicians, dentists, physician's assistants, or licensed nurse practitioner.
2. Providing the medication in a container labeled, as required
3. Providing a completed parental consent form
4. Administering the first dose of any new medication, unless the medication is an "in school" medication only
5. Bringing the medication to the school
6. Picking up unused medication within one week of the expiration date

In exceptional cases a physician might recommend that a student self-administer medication, for example, for diabetes or asthma, or parents may request that the student be allowed to self-administer cough drops. In those situations, the student must bring a completed MEDICATION AUTHORIZATION form to school along with the PARENTAL CONSENT form. The principal and school nurse will review each request and permission will be granted on a case-by-case basis. Permission must be granted prior to student having medication in his/her possession. The authorization to self-administer medications in the schools is a privilege which can be revoked if guidelines are abused.

Students are not allowed to carry any medication in school, either prescription or over-the-counter, without prior medication authorization. Violations of this policy may result in student disciplinary actions.

NURSE

Nurses are employed by the school division, who are licensed and responsible for giving first-aid to the ill and injured, identifying and controlling communicable diseases, guest teaching on health-related subjects, performing health screenings, reviewing and maintaining student health records, administering medications, performing health procedures, and making referrals to other agencies. Parents/guardians are requested to make an appointment with the school nurse concerning medical problems that could affect their child's wellbeing at school.

SERIOUS INJURY OR ILLNESS

In case of serious injury or illness, the immediate concern is to aid the injured or sick student. The following procedures are used as general guidelines only.

1. Identify the injury or illness. Call 911 if necessary
2. Immediately contact building principal or designee
3. The first aid person(s) and building principal shall determine the seriousness of the injury as soon as the situation allows. Care and consideration must be taken in rendering assistance to their injured.
4. If available, obtain the assistance of the qualified first aid person(s) in the building.
5. The building principal will attempt to contact the parent or legal guardian.
6. Based on the determination of the building principal, and/or first aid personnel, the injured may be taken to the hospital. Depending on the seriousness of the injury, one of the following procedures may be used to transport the injured to the hospital:
 - a. **TEACHER/ADMINISTRATOR/HEALTH ASSISTANT** - After confirming with parents/guardians or making a reasonable attempt, teacher/administrator/health assistant may transport the injured to the hospital. Tell parents the nature of injury and inform them as to which hospital the child was transported.
 - b. **AMBULANCE SERVICE** - Building principal may obtain the services of an ambulance.

STUDENT HEALTH SCREENINGS

Student health screenings are an essential component of school health services. Screenings are performed to detect previously unrecognized conditions or pre-clinical illnesses as early as possible to provide early intervention and prevent or limit a negative impact on scholastic achievement.

Health screening guidelines have been established following state and local mandates according to the following schedule:

VISION – grades PK, K, 3, 7, and 10

HEARING – grades PK, K, 3, 7, and 10

HEIGHT/WEIGHT – grades PK, K, 1, 2, 3, 4, 5, 6, and 7

DENTAL – grades PK, K, 1, 2, and 3 if staff, scheduling, and facilities can be arranged

- In addition, all new students PK through grade 3 are screened for fine and gross motor functions, and all new students are screened for speech, voice, and language; and vision and hearing within 60 days of enrollment.
- Nurses and/or speech therapists will notify parents of any screening results that indicate a potential problem so that they may seek appropriate follow-up for their child.

If for any reason a parent/guardian does not want his/her child to participate in any of the above screenings or would like his/her child screened at intervals other than stated above, they may contact their child's school nurse. Parents/guardians will also be provided information about scoliosis for students in grades 5-10. While mandatory screening of scoliosis is not required, parents may request this service.

SECTION SIX: STUDENT CONDUCT

STANDARDS OF STUDENT CONDUCT

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. Schools boards are encouraged to differentiate 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 that 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>						
Hazing as defined in <u>§ 18.2-56</u> and noted in <u>§ 22.1-279.6</u> .						
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		
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			
FireRelated: 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
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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> .						
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

Leveled Administrative Responses to Student Behavior

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses go hand-in-hand with tiered supports. The appropriate response will be assigned by the school team. Examples of leveled responses are listed below.

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 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 Substance Use and Intervention Program)
- Referral to Student Assistance Team
- Schedule change
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- 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, 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
- 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. Local school board policy may require additional reporting. 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.

- 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*. Link: [11 to 45 days as defined in § 22.1-276.01](#)

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 may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

Required 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

BEHAVIOR MANAGEMENT SYSTEM PK-GRADE 3

Patrick County Public Schools has implemented positive Behavior Interventions and Supports (PBIS). This technique focuses on expected learning and is an ongoing process that teaches a student self-control and confidence. It is the basis for teaching children how to be in harmony with themselves and get along with other people. The ultimate goal of discipline is for children to understand their own behavior, take initiative and be responsible for their choices, and respect themselves and others. All schools will utilize leveled responses to student behaviors in grades PK-12.

BUS CONDUCT

(Video devices are used on all buses to observe student behavior)

The same level of discipline and behavior maintained in schools is expected on the school bus. Student behavior on the bus is under the driver's control at all times. The bus driver is authorized to assign seats. Upon entering the bus, the student is to be seated and remain seated during the entire time the bus is in motion. Passengers on the bus will refrain from any behavior which is detrimental to the safe operation of the school bus, such as:

1. Talking, screaming, or laughing loudly, or using profane or obscene language
2. Eating or drinking on the bus
3. Using, distributing or possessing tobacco products, drugs, or alcohol
4. Damaging bus willfully or carelessly (The student must pay for damage)
5. Throwing objects inside or outside the bus window
6. Fighting, tussling or horse playing
7. Extending any body part out the bus window
8. Distracting the driver or creating a poor public image

SECTION SEVEN: NOTIFICATIONS

AVAILABILITY OF SCHOOL DIVISION POLICIES

In compliance with VA Code 22.1-253.13.7, the policies for Patrick County Public Schools is available on the school division's website at <https://sites.google.com/a/patrick.k12.va.us/pcps-policy-manual/>. Printed copies of Patrick County Public School division's policies are available at work site as well as the central office. Policies with required notifications can be found on the division website including but not limited to: Code of Student Conduct, Compulsory Attendance, Parental Responsibility and Involvement, Fees, FERPA, Internet Policy, Nondiscrimination, Harassment, Parent and Family Engagement, Wellness Policies

Questions regarding the school division's policies should be directed to: **Human Resources Coordinator, Patrick County Public Schools**
P.O. Box 346 – 104 Rucker Street-Stuart, VA 24171 (276) 694-3163

ELEMENTARY AND SECONDARY EDUCATION ACT: EVERY STUDENT SUCCEEDS ACT

Every Student Succeeds Act of 2015 (ESSA) was signed into law on December 10, 2015. The new law replaces the No Child Left Behind Act of 2001 (NCLB). Virginia's ESSA State Plan is aligned with the proposed revisions to the Commonwealth's Standards of Accreditation and is currently under review by the U.S. Department of Education. Updates on plan progress will be made available on this webpage throughout the development of Virginia's state plan. http://www.doe.virginia.gov/federal_programs/esea/essa/index.shtml

ACCREDITATION INFORMATION

School report cards and school accreditation information can be found on the Virginia Department of Education's website. www.doe.virginia.gov

CHILD FIND

In accordance with *Regulation Governing Special Education Programs for Children with Disabilities in Virginia*, The Patrick County Public Schools wish to announce the availability of special education services for those children who qualify.

Special Education services are available in Patrick County Public Schools for those (age birth to 21 inclusive) who are eligible in the following exceptionalities:

- "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability. A child who manifests the characteristics of autism after age three could be diagnosed as having autism if the criteria in this definition are satisfied.
- "Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, which adversely affects educational performance.
- "Deaf-blindness" means hearing and visual impairments occurring at the same time, the combination of which causes severe communication and other developmental and educational problems that cannot be accommodated in special education programs solely for children with deafness or blindness.
- "Hearing Impairment" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but which is not included under the definition of "deafness" in this section.
- "Intellectual Disability" means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

- “Multiple Disabilities” means two or more impairments at the same time (such as intellectually disabled, blindness, learning disabled, orthopedic impairment, etc.) the combination of which causes such serious educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- “Orthopedic Impairment” means a severe orthopedic impairment, which adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member), impairments caused by some disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations and fractures or burns which cause contractures).
- “Other Health Impaired” means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that result in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome.
- “Emotional Disability” is defined as follows: 1) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to marked degree, which adversely affects educational performance: a. an inability to learn which cannot be explained by intellectual, sensory or health factors; b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c. inappropriate types of behavior or feelings under normal circumstances; d. a general pervasive mood of unhappiness or depression; or e. a tendency to develop physical symptoms or fears associated with personal or school problems. 2) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability.
- “Specific Learning Disability” means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems, which are primarily the result of visual, hearing or motor disabilities or intellectual disabilities, or emotional disabilities or of environmental, cultural or economic disadvantage.
- “Speech or Language Impairment” means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.
- “Visual Impairment” means a visual impairment that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.
- “Developmental Delay” means a disability affecting a child ages two through six:
 - 1) who is experiencing development delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
 - 2) who, by reason thereof, needs special education and related services.
- “Traumatic Brain Injury” means an acquired injury to the brain, caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Children who exhibit impairments in the above listed categories should be referred for possible special services. Those who qualify will be provided a free and appropriate education as specified under the “Individuals with Disabilities Education Act” (IDEA).

Parents of children who may qualify for services under IDEA or Section 504 of the Rehabilitation Act of 1973 should contact the school’s principal or the Director of Special Education (276-694-3163).

EATING DISORDERS

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

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset.

Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or

behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

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

- Academy for Eating Disorders (AED)
<http://www.eatingdisorderhope.com/information/help-overcome-eating-disorders/non-profits-organizations/aed>
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)
www.feast-ed.org
- National Eating Disorders Association
www.nationaleatingdisorders.org
Toll free, confidential Helpline, 1-800-931-2237

Eating disorders affect
both males and
females of all ages.

Additional resources may be found at:

- Virginia Department of Education
http://www.doe.virginia.gov/support/health_medical/index.shtml, under the section titled, Eating Disorders

What Are Eating Disorders?

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

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

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

Key things to look for around food:

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

Key things to look for around activity:

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

Physical Risk Factors:

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

Other Risk Factors:

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

How to Communicate with Your Child

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

If Your Child Shows Signs of a Possible Eating Disorder

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

LAWS REGARDING THE PROSECUTION OF JUVENILES AS ADULTS

The following information has been developed by the Office of the Attorney General regarding the prosecution of juveniles as adults.

Section 22.1-279.4 of the Code of Virginia states:

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 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.

The following information in question and answer format provides the notice required by this section of the Code.

Who is a juvenile? Section 16.1-228 of the Code of Virginia defines a juvenile as "a person less than 18 years of age: Section 16.1-269.1 of the Code permits juveniles, 14 years of age or older at the time of an alleged offense, to be prosecuted as adults for specific crimes under certain circumstances. This process is called a transfer to the appropriate circuit court for trial as an adult.

How is the age of the juvenile calculated? Section 16.1-241 of the Code of Virginia provides that for the purpose of transferring a juvenile to circuit court for trial as an adult, the child must have been 14 or older at the time of the offense.

Under what circumstances does the law permit the transfer of juveniles for trial as adults? The Code of Virginia permits the transfer of juveniles for trial as adults under three specific circumstances. Following is a description of each circumstance and the procedure that is followed in order to determine whether the student is transferred to circuit court.

Circumstance #1

A transfer can occur when a juvenile, who is age 14 or older at the time of the offense, is charged with a crime which would be a felony if committed by an adult (16.1-269.1A of the Code of Virginia). Offenses are either felonies or misdemeanors. Those offenses that are punishable by confinement in a state correctional facility or death are felonies; all other offenses are misdemeanors. Felonies are classified for the purposes of punishment and sentencing into six classes. The authorized punishments for conviction of a felony are as follows:

- Class 1 felony – death if the person convicted was 18 years of age or older at the time of the offense and is not determined to be mentally retarded and a fine of not more than \$100,000. If the person was under 18 years of age at the time of the offense or is determined to be mentally retarded, the punishment shall be imprisonment for life or imprisonment for life and a fine of not more than \$100,000.
- Class 2 felony – imprisonment for life or for any term not less than twenty years or imprisonment for life or for any term not less than twenty years and a fine of not more than \$100,000.
- Class 3 felony – a term of imprisonment of not less than five years nor more than twenty years or a term of imprisonment of not less than five years nor more than twenty years and a fine of not more than \$100,000.
- Class 4 felony – a term of imprisonment of not less than two years nor more than ten years and a fine of not more than \$100,000.
- Class 5 felony – a term of imprisonment of not less than one year nor more than ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for not more than twelve months and a fine of not more than \$2,500, either or both.
- Class 6 felony – a term of imprisonment of not less than one year nor more than five years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for not more than twelve months and a fine of not more than \$2,500, either or both. (18.2-9 and 18.2-10 of the Code of Virginia)

In this circumstance, the Commonwealth's Attorney's office makes a formal request to the judge of the juvenile court for the juvenile to be transferred to the circuit court. The juvenile court holds a transfer hearing and may retain jurisdiction or transfer the juvenile to the appropriate circuit court for criminal proceedings. Any transfer to the circuit court is subject to the following conditions: (1) notice; (2) probable cause to believe that the juvenile committed the alleged delinquent act or a lesser included delinquent act; (3) the juvenile is competent to stand trial; and, (4) the juvenile is not a proper person to remain within the jurisdiction of the juvenile court.

The decision regarding whether the juvenile is not a proper person to remain within the jurisdiction of the juvenile court is based upon but not limited to, the following factors:

- The juvenile's age
- The seriousness and number of alleged offenses
- Whether the juvenile can be retained in the juvenile justice system long enough for effective treatment and rehabilitation
- The appropriateness and availability of the services and dispositional alternatives in both the criminal justice and juvenile justice systems needed by the juvenile

- The record and previous history of the juvenile in the jurisdiction where the alleged crime occurred or in other jurisdictions
- Whether the juvenile has escaped from a juvenile correctional entity in the past
- The extent, if any, of the juvenile's degree of mental retardation or mental illness
- The juvenile's school record and education
- The juvenile's mental and emotional maturity
- The juvenile's physical condition and maturity

Circumstance #2

A transfer can occur when a juvenile 14 years of age or older is charged with an offense which would be a felony if committed by an adult. (16.1-269.1C of the Code of Virginia)

In this circumstance, transfer is requested at the discretion of the Commonwealth's Attorney. If the Commonwealth's Attorney wishes to transfer the juvenile for trial as an adult, the juvenile court holds a preliminary hearing to determine whether there is probable cause to believe the juvenile committed the alleged delinquent act. Upon a finding of probable cause, the juvenile is transferred for prosecution as an adult.

(16.1-269.1C of the Code of Virginia)

Circumstance #3

A transfer occurs when a juvenile 14 years of age or older at the time of the alleged offense is charged with capital murder, first or second-degree murder, lynching or aggravated malicious wounding. (16.1-269.1B of the Code of Virginia)

Transfer under this circumstance is automatic. Whenever a juvenile 14 years of age or older is charged with capital murder, first or second-degree murder, lynching or aggravated malicious wounding, he or she must be tried as an adult. The juvenile court holds a preliminary hearing to determine whether there is probable cause to believe the juvenile committed the alleged delinquent act. Upon a finding of probable cause, the juvenile is transferred for prosecution as an adult. (16.1-269.1B of the Code of Virginia)

If a juvenile is transferred for prosecution as an adult on one offense, what happens if he or she has also been charged with other offenses? If any one charge is transferred, all other charges of delinquency arising out of the same act will be transferred. (16.1-269.6 of the Code of Virginia)

Does the transfer impact subsequent alleged criminal offenses? Yes. Once a juvenile is convicted of a crime as an adult in circuit court, all subsequent alleged criminal offenses of whatever nature, will be treated as adult offenses and no transfer hearing will be required. (16.1-269.6 of the Code of Virginia)

What happens when an adult is sentenced for a crime he or she committed as a juvenile? When the juvenile court sentences an adult who has committed, before attaining the age of 18, an offense which would be a crime if committed by an adult, the court may impose a penalty up to a maximum of 12 months in jail and/or a fine up to \$2,500. (16.1-284 of the Code of Virginia)

What can happen if a juvenile is tried as an adult? There are significant differences between a juvenile being tried as a juvenile and a juvenile being tried in the circuit court as an adult. In the juvenile system, a juvenile is given added protections because of his or her youth. First, records pertaining to the charge and adjudication of delinquency are confidential and may not be available to the public unless the crime was a felony. Second, if the adjudication is for a misdemeanor, the juvenile court record is expunged when the juvenile reaches the age of majority and is considered an adult. Third, a juvenile who is adjudicated delinquent remains in the juvenile system where a judge has a discretion in the determination of the punishment or consequences to be imposed. In the juvenile system, the emphasis is on treatment and education.

In contrast, if a juvenile is prosecuted as an adult the issues and information related to the charge and the conviction of a crime are part of the public record. Because the information becomes an adult criminal record, it is not expunged when the juvenile reaches the age of 18.

Additionally, the judge does not have the same discretion in sentencing. The judge in circuit court must impose at least the mandatory minimum sentence that is prescribed in sentencing guidelines. The circuit court does have the discretionary power to commit the juvenile to the juvenile system even if prosecuted as an adult.

NOTIFICATION OF RIGHTS REGARDING STUDENT SCHOLASTIC RECORDS

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's scholastic records. They are:

- (1) The right to inspect and review the student's scholastic records within 45 days of the day the school division receives a request for access. Parents or eligible students should submit to the school's principal a written request that identifies the record(s) they wish to inspect. The school's principal will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's scholastic records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Patrick County Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify what is inaccurate or misleading. If the school division decides not to amend the record as requested by the parent or eligible

student, the school division will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school division as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on a School Board; a person or company the school division has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review the scholastic records in order to fulfill his or her professional responsibility. Upon request, the school division discloses scholastic records without consent to officials of another school division in which the student seeks or intends to enroll.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school division to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

TEACHERS QUALIFICATIONS

On December 10, 2015, the *Every Student Succeeds Act (ESSA)* was signed into law. Section 1112(e)(1)(A) states that a parent of a student in Patrick County Public Schools, receiving Title I funds, has the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner if you request it.

FERPA NOTICE FOR DIRECTORY INFORMATION-PATRICK COUNTY PUBLIC SCHOOLS

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Patrick County Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Patrick County Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Patrick County Public Schools to include this type of information from your child's education records in certain school publications. Examples include, but not limited to:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want the student's information disclosed without their prior written consent. (Reference: Policy JO)

If you do not want Patrick County Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1st. Patrick County Public Schools has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth

- Major Field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Note:

Policy governed by: Section 9528 of the ESEA (20 U.S.C. 7908) as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

PESTICIDE NOTIFICATION

To maintain a safe and healthy environment in which children can learn, pesticides may be required to be applied periodically during the school year to control indoor and outdoor pests.

Because some individuals may have concerns regarding the use of these pest control products, the Patrick County School District has established a registry for those individuals who wish to be notified prior to the use of these materials in and around the school. Although the school will call the people listed on the registry or make every reasonable effort to notify them of any pending pesticide applications, situations may arise where the emergency use of a pesticide is required. Under such emergency situations, time may be inadequate to notify individuals prior to the pesticide being applied.

Should you have any questions about pesticides being used, including the types of pesticides used and the timing of treatments, please contact: **Maintenance Director, Patrick County Public Schools-P.O. Box 346 Stuart, Virginia 24171-Phone (276) 694-6984**

AHERA NOTIFICATION: ABSESTOS

All Patrick County Public Schools have been inspected for presence of asbestos containing materials. The results of these inspections have been compiled into a management plan for each school. These management plans are available in the main office of each school for inspection. Any individual who wishes may review these plans. Each six months, a specified maintenance technician inspects the building and assesses any building materials still containing asbestos. The technician verifies that the materials have not been damaged, deteriorated, or become friable by any other means causing a hazard to the occupants of the building. Should any situation be detected, it would be dealt with quickly by a trained and licensed abatement professional. Additionally, each three years, an independent contractor, who is trained and licensed in asbestos inspections and abatement, is employed to inspect each school to ensure the asbestos containment and that the removal plans are being followed. Also, this contractor reports any building materials containing asbestos that might become a hazard.

SEX OFFENDER REGISTRY

In compliance with VA Code 22.1-79.3, the Patrick County Public Schools has an active policy with regards to sex offenders. Parents and citizens may access policy KN at <http://www.patrick.k12.va.us/index.cfm/topic/341> or request to see the policy at any Patrick County Public School work site. Parents and citizens may also access information is the Sex Offender and Crimes Against Minors Registry at <http://sex-offender.vsp.virginia.gov/sor/>.

STUDENT PICTURES ONLINE

Many opportunities arise during the school year for your child's picture to be taken and placed online for the various schools. We find this to be a special way to recognize individual and group accomplishments and share this information with others. In order for each school to best address your desire regarding your child's picture online, please indicate permission on the online registration permission page.

TITLE I - PARENTAL AND FAMILY ENGAGEMENT

PCPS Policy Reference: IGBC (02/2018)

Generally

The Patrick County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Patrick County School Board endorses the parent and family engagement goals of Title I (20 U.S.C. § 6318)) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the Patrick County School Board cultivates and supports active parent and family engagement in student learning.

The Patrick County School Board:

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, the Reading First program, Early Reading First program, Even Start program, and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development

- implements strategies to involve parents in the educational process, including:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents and families to use with their children
 - keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs
- enables families to participate in the education of their children through a variety of roles. For example, family members may
 - provide input into division policies
 - volunteer time within the classroom and school program
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- performs regular evaluations of parent involvement at each school and in the division
- provides access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provides information in a language understandable to parents

In addition, for parents of students eligible for English learner programs, the School Board informs such parents of how they can be active participants in assisting their children

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

Parental Involvement

The Patrick County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate by serving on school-level and division-level committees, attending family sessions at schools, reviewing information on the division webpage, and providing feedback by visiting the school, calling the principal, attending meetings, or corresponding electronically.

Parental Involvement in School Review and Improvement

The Patrick County School Division encourages parents of children eligible to participate in Title I, Part A, and English learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. § 6311(d)(1) and (2). Parents may participate by serving on school-level and division-level committees, attending family sessions at schools, reviewing information on the division webpage, and providing feedback by visiting the school, calling the principal, attending meetings, or corresponding electronically.

Division Responsibilities

The Patrick County School Division, and each school which receives Title I, Part A, funds

- provides assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's challenging academic standards, state and local academic assessments and how to monitor a child's progress and work with educators to improve the achievement of their children
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school
- to the extent feasible and appropriate coordinates and integrates parental involvement programs and activities with other federal, state and local programs, including public preschool and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- ensures that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
- provides such other reasonable support for parental involvement activities as parents may request

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

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from Title I funds if the division has exhausted all other reasonably available sources of funding for such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- establish a division wide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

School Parent and Family Engagement Policies

Each school served under Title I, Part A, jointly develops with and distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that describes the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under 20 U.S.C. § 6314(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- providing parents of participating children:
 - timely information about Title I, Part A, programs;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels; of the challenging state academic standards; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible
- if the school wide program plan under 20 U.S.C. § 6314(b) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board

Parent and Family Involvement in Allocation of Funding

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

Policy Review

The School Board conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all schools served under Title 1, Part A, including identifying

- barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

SECTION EIGHT: OTHER

GRADUATION REQUIREMENTS: ADVANCED STUDIES DIPLOMA

Advanced Studies Diploma (Class of 2022)		
Subject	Standard of Units of Credits Required	Verified Credits Required
English	4	2
Mathematics	4	1
Science	4	1
History/Social Science	4	1
World Language	3	
Health & Physical Education	2	
Fine Arts or Career Technical Education	1	
Economics & Personal Finance	1	
Electives	3	
Total	26	5

GRADUATION REQUIREMENTS: STANDARD DIPLOMA

Standard Diploma (Class of 2022)		
Subject	Standard of Units of Credits Required	Verified Credits Required
English	4	2
Mathematics	3	1
Science	3	1
History/Social Science	3	1
Health & Physical Education	2	
World Language, Fine Arts or Career Technical Education	2	
Economics & Personal Finance	1	
Electives	4	
Total	22	5

Virginia Graduation Requirement

Virginia’s revised graduation requirements maintain high expectations for learning in English, math, science and history/social science while reducing the number of Standards of Learning (SOL) tests students must pass to earn a high school diploma. The new standards also implement the “Profile of a Virginia Graduate,” which describes the knowledge, skills, attributes and experiences identified by employers, higher education and the state Board of Education as critical for future success.

Profile of a Virginia Graduate

A student meeting the Profile of a Virginia Graduate has achieved the commonwealth’s high academic standards and graduates with workplace skills, a sense of community and civic responsibility and a career plan aligned with his or her interests and experiences.

The Five C’s

In preparing students to meet the Profile of a Virginia Graduate, schools are required to ensure that students develop the following competencies known as the “Five C’s”:

- Critical thinking
- Creative thinking
- Communication
- Collaboration
- Citizenship

Career Exploration and Planning

The career-planning component of the Profile of a Virginia Graduate provides an opportunity for students to learn more about the employment options and career paths they first explored in elementary and middle school. While there is no specific career-related activity that a student must experience (such as an internship or job-shadowing assignment) to earn a diploma, school divisions must provide opportunities for students to learn about workplace expectations and career options in their own communities and elsewhere. By reducing the number of SOL tests students must pass to earn a diploma, the new standards increase flexibility for schools to expand work-based and service-learning programs that promote college, career and civic readiness.

Standard and Verified Credits

The new graduation requirements are effective with students entering the ninth grade in the fall of 2018 (class of 2022). The number of standard credits for a Standard Diploma and Advanced Studies Diploma remain the same but the number of required verified credits — earned by passing a course in the content area and the associated end-of-course assessment — is reduced to five (one each in English reading, English writing, mathematics, science and history/ social science) for both diplomas. In history/social science or English writing, a student may verify course mastery through a locally developed performance-based assessment. These assessments require students to apply what they have learned and provide an opportunity for students to demonstrate that they have acquired critical thinking, creative thinking, communication, collaboration and citizenship skills.

PATRICK COUNTY PUBLIC SCHOOLS COMMUNITY RESOURCES

(UPDATED 3/8/2021)

ALCOHOL & DRUG ABUSE

- | | |
|--|--------------|
| • Alcohol & Drug Addiction Hotline | 800-662-4357 |
| • Center for Substance Abuse Treatment | 800-662-4357 |
| • Piedmont Community Services Martinsville | 276-632-7128 |
| • Piedmont Community Services Stuart | 276-694-4361 |

CHAMBER OF COMMERCE

- | | |
|--|--------------|
| • Patrick County Chamber of Commerce, Inc. | 276-694-6012 |
|--|--------------|

CHILDREN, YOUTH AND EDUCATION

- | | |
|--|--------------|
| • Blue Ridge Regional Library | 276-694-3352 |
| • Extension Office - 4-H Youth Organization – Stuart | 276-694-3341 |
| • Patrick County Adult Learning Center | 276-694-6542 |
| • Patrick County Education Foundation | 276-694-7863 |
| • Piedmont Community Services | 276-694-4361 |
| • Social Services - Patrick County | 276-694-3328 |
| • STEP | 276-694-2239 |
| • Sylvan Learning Center (Winston Salem) | 336-724-5644 |

COUNSELING SERVICES

- | | |
|--------------------------------------|--------------|
| • Southside Survivor Response Center | 877-934-3576 |
|--------------------------------------|--------------|

• Moses Cone Behavioral Health (Greensboro)	336-832-9600
• Pathways Counseling & Dev. (Winston-Salem)	336-924-3801
• Sovah Health-Behavior Health (Martinsville)	276-666-7478
EMERGENCY SERVICES	
• For Emergencies	911
• Patrick County Sheriff's Department	276-694-3161
• Virginia State Police	804-674-2000
EMPLOYMENT CONCERNS	
• Virginia Workforce Center (Martinsville)	276-632-1385
• Workforce Investment: One-Stop Center	276-694-6542
FAMILY AND MARRIAGE	
• Department of Social Services	276-694-3328
• Patrick County Health Department	276-693-2070
• Piedmont Community Services	276-694-4361
FINANCIAL ASSISTANCE	
• Patrick County Department of Social Services	276-694-3328
• Salvation Army	276-638-7259
FURNITURE AND CLOTHING	
• Goodwill	276-638-5100
• Salvation Army	276-638-7259
HEALTH	
• Developmental Center for Handicapped	276-694-6047
• Home Health Care Associates, Inc.	276-694-7756
• Juvenile Diabetes Research Foundation	202-371-0044
• Mountain Valley Hospice	276-694-4416
• Patrick County Health Department	276-693-2070
• Piedmont Community Services (Stuart)	276-694-4361
• Sovah Home Care of Memorial Hospital	276-694-2272
• Virginia Department for Deaf	800-552-7917
HOTLINES AND CRISIS NUMBERS	
• Allergy & Asthma Network	800-878-4403
• CDC Center for Disease Control	800-232-4636
• Center for Substance Abuse Treatment	800-662-4357
• Child Abuse Hotline	800-552-7096
• Child Find of America	800-426-5678
• Child Protective Services-Pat. Co. Social Service	276-694-3328
• Citizens Against Family Violence	276-632-8701
• Domestic Violence Hotline	276-632-8701
• Injury and Violence Prevention	800-732-8333
• National Hope-line Network (Suicide)	800-784-2433
• National Runaway Switchboard	800-786-2929
• National Suicide Hotline	800-273-8255
• Piedmont Community Services	276-632-7128
• Poison Control	800-222-1222
• Rape Abuse & Incest National. Network	800-656-4673
• Sexual Assault Services	276-632-8701
• Stop It Now! Child Abuse Helpline	888-773-8368



2022-23 School Calendar

104 Rucker Street • P.O. Box 346 • Stuart, VA 24171

2022

JULY

S	M	T	W	T	F	S
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JULY

July 19 School Registration

AUGUST

Aug 2-9 Workdays/Staff Development
Aug 10 First Day for Students

SEPTEMBER

Sept 5 Holiday- Labor Day
Sept 14 Early Dismissal (Students): Workday/Staff Development

OCTOBER

Oct 12 Early Dismissal (Students): End of First 9 weeks

Oct 17 K-12 Report Cards

Oct 19 Early Dismissal (Students): Student Led Conferences (1PM-6PM)

NOVEMBER

Nov 11 Holiday-Veterans Day
Nov 23-25 Holiday- Thanksgiving

DECEMBER

Dec 20 Early Dismissal: End of Second 9 weeks
Dec 21-31 Winter Break

JANUARY

Jan 2 Holiday- New Year's Day
Jan 3 Workday/Staff Development
Jan 4 School Reopens- K-12 Report Cards
Jan 11 After School Student Led Conferences
Jan 16 Holiday- Martin Luther King Day

FEBRUARY

Feb 8 Workday/Staff Development

MARCH

Mar 1 Pre-K & Kindergarten Pre-Registration (10AM-6PM)
Mar 9 Early Dismissal (Students): End of Third 9 Weeks
Mar 15 K-12 Report Cards

APRIL

Apr 3-10 Easter/Spring Break

MAY

May 19 Early Dismissal (Students): End of Fourth 9 Weeks
May 19 Last Day for Students
May 22-23 Workdays

3 Unscheduled Workdays

Inclement Weather Make Up Days

February 8, May 22-24, April 3-5, May 25-26, May 30-June 2

*Virtual Learning Days and Workdays may be used as inclement weather make-up days at the discretion of the Superintendent

Schools and School Board Office Closed on Dates Listed

July 4 Independence Day
September 5 Labor Day
November 11 Veterans Day
November 23-25 Thanksgiving
December 21-31 Christmas
January 2 New Year's Day Observed
January 16 Martin Luther King Day
April 3-10 Spring Break
May 29 Memorial Day
June 19 Juneteenth

2023

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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■ Holiday

■ Schools Closed

■ Workday/Staff Development

■ Early Dismissal

HALL PASS

[illegible][illegible]

Destination Codes: R=Restroom L=Locker G=Guidance M=Media Center O=Office U=Unexcused E=Excused

HALL PASS

[illegible][illegible]

Destination Codes: R=Restroom L=Locker G=Guidance M=Media Center O=Office U=Unexcused E=Excused

HALL PASS

[illegible][illegible]

Destination Codes: R=Restroom L=Locker G=Guidance M=Media Center O=Office U=Unexcused E=Excused

HALL PASS

[illegible][illegible]

Destination Codes: R=Restroom L=Locker G=Guidance M=Media Center O=Office U=Unexcused E=Excused