



DINWIDDIE COUNTY
PUBLIC SCHOOLS

DEEP ROOTS • GREAT HEIGHTS

Code of Conduct 2024 - 2025

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Important Contact Information

To contact DCPS employees with questions or concerns:

- Call us at (804) 469-4190
- email the Superintendent;
- communicate with the School Board; or
- visit us in person at one of our schools or administrative offices

Contact information for specific departments can be found on www.dinwiddie.k12.va.us under [Contact Us](#). We ask that you please discuss specific situations with your child's school prior to contacting the division office.

RIGHTS AND RESPONSIBILITIES

DCPS is committed to creating and maintaining safe, equitable, culturally responsive and supportive learning environments for all students. As a part of that commitment, the *Code of Conduct* is provided in order to outline behavioral expectations, categories of behavior and disciplinary actions that may occur as a result of student misconduct. Responses to student behavior are progressive in nature; that is, the level of response increases as the number of instances of similar inappropriate behavior increases. In addition, [Positive Behavioral Interventions and Supports \(PBIS\)](#) is a multi-tiered system of supports that is utilized district-wide with a focus on teaching expectations for behavior, reinforcing positive behavior and addressing inappropriate behavior with interventions and disciplinary consequences.

Creating and maintaining our learning environments is a collaborative effort that requires commitment from parents/legal guardians, students and DCPS staff. These stakeholders have the following rights and responsibilities in order to support the expectations and requirements outlined in the *Code of Student Conduct*.

Parents/Legal Guardians

Parents’/Legal Guardians’ **rights** regarding the *Code of Student Conduct* include, but are not limited to:

- Being treated courteously, fairly, and respectfully by all DCPS staff and students.
- Being actively involved in their children’s education.
- Receiving information about the policies and procedures of DCPS that relate to their children’s education.
- Receiving regular reports from school staff regarding their children’s academic progress or behavior, including but not limited to progress reports, report cards, and conferences.
- Receiving information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by administrators or school staff.
- Receiving information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
- Receiving information from school staff about ways to improve their children’s academic or behavioral progress.

Parents’/Legal Guardians’ **responsibilities** regarding the *Code of Student Conduct* include, but are not limited to:

- Having their children regularly attend school on time and communicating reasons for absences and tardiness.
- Informing DCPS staff about any concerns and/or complaints in a polite and timely manner.
- Partnering with school administrators and teachers to address any academic or behavioral issues.
- Supporting DCPS by communicating with their children about acceptable and expected school behavior.
- Becoming familiar and complying with DCPS policies, rules and regulations.
- Paying all fees and charges levied against their children by DCPS, including costs associated with damage to or loss of books, technology and other school property (Section 22.1-279.3 of the Code of Virginia).
- Providing and maintaining updated contact information to DCPS and their children’s individual school(s).

- Receiving information about services for students with disabilities and English language learners, when applicable.
- Receiving communication to meet language needs through provided translators.
- Advocating for their children, to include requesting a conference with school staff and reporting concerns or unfair treatment to a person of authority.

- Supporting student completion of homework and participation in offered academic support programs.
- Being polite and courteous to staff, other parents/legal guardians and students, while respecting individual differences, cultural diversity and the property of others.

Students

Students' **rights** regarding the *Code of Student Conduct* include, but are not limited to:

- Being treated courteously, fairly, and respectfully by DCPS staff, visitors and other students.
- Learning in a safe, equitable, culturally responsive and respectful learning environment that respects all students as valued members of the school community and accepts and supports various pedagogies.
- Receiving an education that allows for academic as well as social and emotional growth and development.
- Being provided access to appropriate supports and services to meet with success in school.
- Expanding educational experiences and growth through extracurricular activities.
- Continuing student privacy, security and protection. (Note: Students and their property, including privately owned electronic devices, may be searched and/or an impairment assessment completed if there is reasonable suspicion that a law or school rule has been or is about to be broken.)
- Being informed of potential disciplinary action and being given an opportunity to present their explanation.
- Participating in meetings/conferences by providing input regarding decisions being made to support their academic, behavioral, and social and emotional growth.

Students' **responsibilities** regarding the *Code of Student Conduct* include, but are not limited to:

- Expressing self and opinion appropriately through an educational environment while respecting individual differences, cultural diversity and the property of others.
- Understanding and following acceptable school behavior by being knowledgeable of DCPS policies, rules and regulations.
- Ensuring behavior is appropriate and does not intimidate, harass, discriminate against, or harm another student, visitor or DCPS staff.
- Behaving in a way that does not disrupt the learning environment.
- Demonstrating respect to all DCPS staff, visitors and other students.
- Attending, being prepared and actively participating in all academic classes.
- Completing assignments entirely and in a timely manner while working toward one's full potential.
- Advocating for oneself and education.
- Maintaining integrity of one's academic assignments.
- Communicating to teachers, counselors, or other DCPS staff of unsafe or concerning situations that include but not limited to: bullying, discrimination, harassment, detrimental to student safety, etc.

DCPS Staff

DCPS Staff's **rights** regarding the *Code of Student Conduct* include, but are not limited to:

- Being treated courteously, fairly, and respectfully by students, parents/legal guardians and other school staff.
- Working in a safe and welcoming environment.
- Receiving support from parents/legal guardians, students and other DCPS staff while creating and maintaining a school environment that is safe, equitable, culturally responsive and supportive.
- Receiving appropriate professional learning and training, especially as it relates to social emotional learning, restorative practices, and positive behavior interventions.
- Working in an environment free from intimidation, harassment, or discrimination by staff or students on school property or at school sponsored events, functions, or activities.
- Promptly receiving information and notification of disciplinary actions taken by school administrators regarding student referrals for inappropriate behaviors.
- Receiving information about necessary accommodations and services for students with disabilities or 504 plans, or are English language learners, as applicable.
- Attending and participating in student meetings and conferences by providing input on decisions made to support their academic, behavioral, and social and emotional growth.

DCPS Staff's **responsibilities** regarding the *Code of Student Conduct* include, but are not limited to:

- Implementing well-planned, differentiated, rigorous, and engaging daily learning plans according to the standards for professional practice.
- Providing proper supervision and classroom management by using restorative practices, positive behavior interventions, and following the *Code of Student Conduct*.
- Ensuring a safe, equitable, culturally responsive and respectful learning environment.
- Referring students to the appropriate staff for behavioral intervention programs or academic support.
- Communicating proactively, regularly and timely with parents/legal guardians about student progress, DCPS policies, behavior expectations.
- Being polite and courteous to students, parents/legal guardians and other staff, serving as role models for students.
- Welcoming parents/legal guardians as valued partners in their children's learning by creating opportunities for regular, two-way communication and active participation at problem-solving meetings and working to accommodate schedules and meet language needs.
- Being knowledgeable about the policies of the DCPS School Board and other applicable laws and regulations and applying them fairly and consistently.
- Being knowledgeable about federal and state laws, as well as, regulations about the disciplinary process for students with disabilities; and, implementing necessary accommodations and services for students with disabilities.

ACCEPTABLE USE OF COMPUTER SYSTEMS

All use of the Dinwiddie School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The term computer system includes but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, flash drives, servers, personal computers, tablets, cellular phones, smartphones, artificial intelligence, the internet, and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. **Privilege.** The use of the Division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - sending, receiving, viewing or downloading illegal material via the computer system.
 - unauthorized downloading of software.
 - using the computer system for private financial or commercial purposes.
 - wastefully using resources, such as file space.
 - gaining unauthorized access to resources or entities.
 - posting material created by another without his or her consent.
 - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
 - submitting work generated by another or artificial intelligence and claiming it as your own
 - using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - intimidating, harassing, bullying, or coercing others.
 - threatening illegal or immoral acts.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
 - be polite.
 - users shall not forge, intercept or interfere with electronic mail messages. · use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
 - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
 - users shall not utilize another user's password to access hardware or software (including online and artificial intelligence resources).
 - users shall respect the computer system's resource limits.

- users shall not post chain letters or download large files.
- users shall not use the computer system to disrupt others.
- users shall not modify or delete data owned by others.

5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.
6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.
9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block Internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually.

Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.

Each student must acknowledge and sign this agreement as a condition for using the School Division's computer system.

Prior to acknowledging this Agreement, read Policy [GAB/IIBEA](#) and Regulation IIBEA-R, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access, monitor, and archive my use of the computer system, including my use of the internet, e-mail, downloaded material, and artificial intelligence content without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student Printed Name: _____

Student Signature: _____ Date: _____

Parent/Caregiver Printed Name: _____

Parent/Caregiver Signature: _____ Date: _____

School/Department: _____

ARTIFICIAL INTELLIGENCE (AI) GUIDING PRINCIPLES

Introduction

Aligned with our mission to engage the entire community in our children's educational needs, this document reflects our commitment to leveraging generative AI in fostering an environment where every student becomes a productive citizen with integrity, is life-ready, and is set on a path of lifelong success. Introducing AI into our teaching and learning environments is guided by our vision for every student's success and our core values of **Excellence, Equity, and Integrity** in line with our [DCPS Technology Plan](#).

The Value of AI in Learning

The value of AI in learning correlates to our strategic goal of promoting student achievement through efficient and effective technologies. AI has the potential to enhance instruction by personalizing learning experiences for students and making education accessible and engaging,

The Value in AI for System-Level Support

Incorporating AI into administrative tasks and resource optimization reflects our dedication to equity. Using AI with integrity is fundamental in building trust within the educational community and aligns with the [DCPS Technology Plan's](#) focus on creating robust infrastructure to support technology integration.

Refined Guiding Principles for AI in Education

Use of AI should emphasize ethical and responsible use, transparency, privacy, and data protection. Continuous improvement and accountability are central to our approach, reflecting our commitment to consistently model our mission, vision, and values:

- **Ethical Use and Transparency:** AI should be utilized with a commitment to ethics, respecting intellectual property, and ensuring fairness and accountability in all educational applications. Users must credit AI sources if used.*
- **Accessibility:** Stakeholders must have access to understandable information about AI operations and decisions. AI tools should be accessible to all, ensuring technology bridges rather than widening educational gaps.
- **Privacy and Data Protection:** The use of AI must prioritize the privacy and security of students' and educators' data, adhering to the highest data protection standards and informed consent. All technology used in education must adhere to local, state and federal policies and laws.
- **Collaboration and Inclusivity:** The implementation of AI in education should be collaborative, engaging a wide range of stakeholders to ensure that diverse needs and perspectives are addressed, fostering an inclusive educational environment.
- **Continuous Improvement and Accountability:** AI in education should be viewed as an evolving process, with regular evaluations to adapt to new findings and challenges.
- **Pedagogical Effectiveness and Safety:** AI applications must be assessed for their impact on learning and teaching, enhancing pedagogical effectiveness without compromising the integrity of students and educators.
- **Human Centered:** The role of individuals in making decisions is crucial. AI should serve as a *tool* to enhance human judgment rather than replace it. Humans must remain in the process.

Conclusion

As we embrace AI's potential, we are reminded of our collective responsibility to uphold our core values and strategic goals. This document is not just a blueprint for integrating AI but a reaffirmation of our commitment to preparing every student for lifelong success. We look forward to collaborating with all stakeholders to ensure responsible AI use in Dinwiddie County Public Schools.

CELLULAR PHONES AND ELECTRONIC DEVICES

DCPS recognizes that student access to cell phones and other electronic devices is common; however, it is imperative that students and parents understand that there are appropriate and inappropriate times for the use of such devices. Students using cell phones or other electronic devices to record anything or anyone without authorization on school property or at school events is strictly prohibited.

Failure to adhere to this policy will result in a minimum consequence of the device being confiscated and used as evidence. Other consequences may apply pending the investigation as to the intent and reason for not adhering to the *Code of Student Conduct*.

Cell phones or electronic devices *may* be retained until the following school day prior to retrieval by parents/guardians. Teachers who confiscate devices must store the device in a safe place until the first available opportunity to give it to an administrator for safe keeping and documentation. Confiscated devices can be retrieved during normal school office hours as designated by school staff.

Dinwiddie County Public Schools is not responsible for the loss or damage of cell phones, smart watches, earbuds, headphones, or other electronic devices.

Use of Cellular Phones or other Electronic Devices during Assessments

Test administration procedures are developed in order to help reduce measurement error and to increase the likelihood of fair, valid, and reliable assessments. Procedures that protect the security of the assessment help to maintain the meaning and integrity of the score scale for all students; therefore:

- Any student using an unauthorized electronic device during testing shall be deemed to have violated the Test Administration Procedures. For the purpose of this policy, “use” shall be defined as having any electronic device out and/or in sight, whether on or off (*including asleep*), without direct authorization from the classroom instructor.
- Any student found in breach of the Test Administration Procedures, by using an unauthorized electronic device, shall receive a zero on the assessment. Furthermore, the device in use shall be confiscated and turned in to the student’s grade level administrator with a written referral, in accordance with the *Code of Student Conduct*.

CELLULAR PHONES AND ELECTRONIC DEVICES

ELEMENTARY SCHOOL

Cell phones are required to be out of visible sight and powered off during scheduled class time. Cell phones, **may not** be displayed, activated or used on the school bus by students while being transported to and / or from school. Headphones and earbuds are also not allowed during scheduled class time or during hallway transitions. When students are attending instructionally related after-school activities (*tutoring, homework help, make-up work, etc.*) cell phones and electronic devices should not be used. When students are released from these sessions, cell phone and electronic device usage is allowed.

Recommended Consequences	
First Offense	Parent/Guardian contacted, verbal warning, and the device <i>may</i> be confiscated until the end of class, or the end of the school day.
Second Offense	Parents contacted, the device will be confiscated, but a parent/guardian must come retrieve the device, and other disciplinary consequences may apply.
Third	Insubordination disciplinary consequence.
Fourth	Further consequences may be assigned as determined by school administration.

MIDDLE AND HIGH SCHOOL

Cell phones are required to be out of sight, silenced, or in airplane mode during the school day. Cell phones are not to be used during scheduled class time. This will be done to ensure a learning environment free of unnecessary disruption. To ensure a safe environment, cell phones will not be used during hallway transitions. **Headphones and earbuds are also not allowed during scheduled class time or hallway transitions. Failure to comply with the policy mentioned above will result in the following actions:

Recommended Consequences	
First Offense	Parent/Guardian contacted, verbal warning, and the device <i>may</i> be confiscated until the end of class, or the end of the school day.
Second Offense	Parents contacted, the device will be confiscated, but a parent/guardian must come retrieve the device, and other disciplinary consequences may apply.
Third Offense	The student <i>may</i> receive in-school suspension. Confiscation of phone, parent/guardian contact, and a disciplinary infraction entry will be placed into the student's conduct record. The student may need to turn in their cell phone at the beginning of each school day.
Fourth Offense	The student <i>may</i> be suspended out-of-school for one (1) day for insubordination. In addition, the student shall be banned from possessing a cell phone or electronic device at school for the remainder of the school year..

VIRTUAL LEARNING

Virtual learning may take place as a result of an adjustment in a student's academic setting, inclement weather, or a necessary response to a crisis (such as a health pandemic or natural disaster).

Students are under school jurisdiction while participating in virtual learning and remain subject to all DCPS rules and regulations. Disciplinary action will be taken and may be adjusted to align with a virtual format (e.g., virtual detention, suspension from synchronous learning).

Students are reminded of the following online etiquette:

1. Only teachers and instructional staff are permitted to initiate conferences/virtual sessions. Students are not allowed to create their own video conferences/virtual sessions with other students.
2. Students are required to follow school guidelines regarding activation of their cameras when in a video conference/virtual session.
3. Students are required to follow school guidelines regarding use of their real names when in a video conference/virtual session.
4. Students are not allowed to take pictures or post details of video conference/virtual sessions on social media.
5. Students are always expected to operate under the *Code of Student Conduct* while engaged in online learning.
6. All student usage/activity on school issued Chromebooks is tracked, even while students are at home. Chromebooks issued to students are the property of DCPS; as a result, students are expected to follow the same rules for acceptable technology use as if they were in school. Students may be disciplined in accordance with the *Code of Student Conduct* for violation of these rules.

Helpful Tips:

1. **Set (and stick to) a schedule.** Your schedule should reflect the school schedule and consider your circumstances at home (work schedules, sleep schedules, chores, etc.). Help your student create a visual schedule with all meeting codes included to keep near his/her work station. If school schedules or home circumstances change, make sure to update the schedule and discuss as a family the adjustments needed to stay on a routine.
2. **Make sure your student has the necessary materials to complete all assignments.** Stable Wi-Fi connection, paper, pencil, and any other resources that help with learning should be readily available.

- 3. Provide an environment conducive to learning.** Set up a workstation for your student. Desks are great, but kitchen tables work nicely too! Learning from bed is distracting to other students during synchronous learning and is highly discouraged. Make sure the background behind the workstation is free of distractions. There should never be anything visible that students are prohibited from bringing to school (weapons, drug paraphernalia, inappropriate posters or drawings, etc.). Light background noise and music may help some students stay focused when microphones are off or during asynchronous activities.
- 4. Avoid teaching your student (this is not home-schooling) but help them understand concepts, practice, or review skills if you are able.**
- 5. Follow up with your student to make sure all work is completed.** Parent Portal is a useful tool so make sure you have signed up for access to view your student's grades. Check at least once a week to make sure there are no missing assignments. Create an environment at home that helps student's feel comfortable with making mistakes and have open communication with your student about grades and progress. If you see any discrepancies in gradebooks, respectfully reach out to your student's teachers.
- 6. Encourage self-advocacy skills with your student.** Have your student check messages from teachers daily and to respond if a response is warranted. Encourage your child to ask questions and seek help when needed. Most teachers have opportunities for help sessions, tutoring, office hours, etc. to further support the needs of your child.



STUDENT ATTENDANCE

Attending school each day and being on time to school are extremely important to a student's academic development and achievement. Every day a student is in school is an opportunity to learn, build relationships, and access needed support. Too many absences can cause children to fall behind and make it harder to learn to read. **Students are expected to attend school at least 95% of the time. During a 175-day school year, that means students should miss no more than nine days.**

Each parent/legal guardian is responsible for regular and punctual attendance of any child in their charge within the [compulsory age for school attendance](#). Emancipated students are responsible for their own regular and punctual attendance. Parents/legal guardians and emancipated students are expected to work cooperatively with school personnel to correct attendance issues.

What are the procedures if a student is absent?

The parent/guardian is requested to notify the school of the student's absence on the day of the absence. If the parent/guardian fails to do this, a reasonable effort will be made by the school to verify the absence. When an absence occurs, the parent/guardian is requested to provide the school written or oral verification explaining the reason for the absence within two days of the student's return to school. Written verification should be signed by the parent/guardian and be accompanied by documentation from a physician when possible.

What if my child is late to school?

When late arrival is necessary, written verification stating reasons for such shall be presented upon arrival. Tardiness will be considered excused for reasons consistent with those for which an excused absence is granted. Students are not considered tardy when the bus arrives late. In the event the school officials determine it necessary, steps shall be taken to verify an excuse for absence, late arrival, or early dismissal. A pattern of absences, late arrivals, or early dismissals may be questioned by school officials when there is reason to suspect forgery or a misrepresentation of facts exists.

What if my child needs to leave school early?

When early dismissal is necessary, written verification requesting such shall be presented to the attendance secretary. Early dismissal shall be considered excused for reasons consistent with those for which an excused absence is granted.

*We understand that there will be times when late arrivals or early departures are unavoidable due to doctor's appointments. We ask that these only occur when absolutely necessary. Every minute of the instructional day matters for students. When they are not there, they miss valuable information, instruction, and work.

STUDENT ATTENDANCE

What is the difference between an excused absence and an unexcused absence?

Any absence will be considered unexcused until appropriate verification is received and reviewed by the school's attendance secretary.

[Dinwiddie County School Board Regulation JED-R](#) defines excused and unexcused absences. Examples are shown in the chart below.

Examples of Excused Absences	Examples of Unexcused Absences
Personal illness/Mental health	Student employment or work schedule
Death in immediate family/household	Lack of transportation or missed bus
Extenuating circumstances	Oversleeping or general tiredness
Religious holiday	Taking care of siblings
Professional/Legal Appointments	Out-of-school suspension
School-sponsored/related activities	Activities unrelated to school/Vacations

****We will only excuse 2 personal illness days per nine weeks with parent notification.**
****Extenuating circumstances must have prior approval from the principal.**
****Professional/Legal/Doctor Appointments require a note from the doctor, lawyer, etc.**
****3 days will be allowed for a death in the immediate family or household**

What are the procedures if a student has excessive unexcused absences?

It is extremely important that any student absence only be for a valid reason (as outlined in the example above) and that **the parent/legal guardian submits the appropriate documentation either in advance of, during or directly following the absence so that it can be documented as excused.**

If there is a medical or disability-related reason for a student's absence(s), the parent/legal guardian should communicate with support staff at the school, such as the school nurse, school counselor, teacher or administrator so that the appropriate supports can be put into place to assist the student. The state requires that schools take steps to support students who have excessive unexcused absences. DCPS will take the following actions when a student has accumulated the corresponding number of unexcused absences for the full school day.

STUDENT ATTENDANCE

The following actions will be taken at the time of the corresponding absence **(Items with an asterisk (*) are required by Virginia Code)**:

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

- 3 unexcused absences*- A school official will contact the parent/guardian to review the attendance policy. The parent/guardian will also receive a letter from the school reviewing this policy.
- 4 unexcused absences- The attendance team will meet with the student and/or parent.
- 5 unexcused absences*- An attendance plan will be developed by phone or face-to-face with student and parents/guardians to determine if more support and/or interventions are needed.
- 6 unexcused absences- The school will develop and implement an attendance agreement with the parent/guardian and student.
- 7 or more unexcused absences*- A face-to-face attendance conference will be scheduled. (Per VA Code the attendance conference must be held within 10 school days from the date of the 10th unexcused absence). The conference shall include the student, parent/guardian, School Social Worker and principal or principal's designee.

The attendance team shall monitor the student's attendance and, as necessary, meet again to address and plan additional interventions if the student's attendance does not improve.

The school social worker may (i) file a complaint with the juvenile and domestic relations district court alleging the student is a child in need of supervision (CHINS) as defined in § [16.1-228](#) of the Code of Virginia or (ii) institute proceedings against the parent pursuant to § [18.2-371](#) or [22.1-262](#) of the Code of Virginia. In addition to written documentation of the efforts to comply with the notice provisions of § [22.1-258](#) of the Code of Virginia, all records of intervention regarding the student's unexcused absences, such as copies of the conference meeting notes, attendance plan, and description of the supports offered or made available to the student shall be presented to the intake worker.

Report for Suspension of Driver's License

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license. [Virginia Code §46.2-334.001](#)

STUDENT ATTENDANCE

Additional Information

For more information about attendance policies and regulations in DCPS, see [Dinwiddie School Board Policy JED](#) and [Dinwiddie School Board Regulation JED-R](#)

[Elementary School Attendance Tips](#)

[Middle and High School Attendance Tips](#)

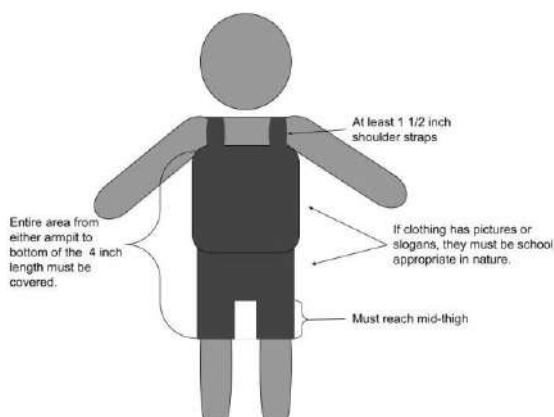


STUDENT DRESS CODE

The purpose of the DCPS Dress Code is to help ensure that the educational environment is inclusive, safe and free of distractions from learning so that all students are able to learn to their full intellectual potential, develop appropriate and acceptable social/emotional skills, and become productive members of the community and society as a whole.

The primary responsibility for a student's choices resides with the student and parent(s)/legal guardian(s). DCPS expects that all students will choose to dress or carry on or about their person only items/images that are appropriate for the school day or for any school-sponsored event. Student choices should respect DCPS' intent to sustain a community that is inclusive of a diverse range of identities, must not contribute to a hostile or intimidating atmosphere for any student or staff, and must not interfere with the health or safety of any student or staff.

The school district and individual schools are responsible for seeing that a student's attire does not interfere with the health or safety of any student or staff and that a student's attire does not contribute to a hostile or intimidating atmosphere. It is recommended that missed instructional time due to Dress Code violations be kept to a minimum, when possible. It is the responsibility of the principal or designee to determine if a student is dressed appropriately under the DCPS Dress Code. When enforcing the Dress Code, all students will be treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type so as not to reinforce or increase marginalization or oppression of any group. For those schools with student uniform requirements, enforcement must be equitable, with no group experiencing disproportionate enforcement, specifically based on gender, sexual orientation, race, religion, or body type.



The administration of each school has the authority to notify students and parents of modifications to the dress code for spirit days and other school celebrations, as particular items pose a disruption, or as other circumstances arise. The new dress code is aiming to be inclusive of all genders, body types, cultures, and ethnicities. Specific questions should be directed to administrators of each building.

Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco/vapor devices, or drug paraphernalia or clothing that contains threats such as gang symbols (i.e. bandanas) are prohibited.

1. The front and back of the body, from the armpit down to mid-thigh, all skin must be covered. Shirt straps¹ must be 1½ inch or wider.
2. Messages on clothing, chains, jewelry, and personal belongings that pertain to drugs, alcohol, tobacco/vapor devices, sex, gangs, vulgarity, or that could cause a substantial disruption to the learning environment are not allowed.
3. All clothing must cover undergarments at all times on school property.
4. Sheer and see-through clothing must have solid material underneath that follow the box as seen above.
5. All shoes must contain a sole; slippers and shoes with wheels “Heelys” are not allowed. For safety reasons, elementary students are encouraged to wear athletic shoes or closed toe shoes with a rubber sole and should wear such shoes for Physical Education and recess.
6. Only prescription glasses may be worn in the building.
7. No hats or hoods allowed unless required for cultural, religious or medical reasons.
8. During school hours, grooming products must remain in a book bag, including but not limited to; combs and brushes.

Clarifications/Definitions

1. The piece of the garment that allows it to be hung on a hanger.
2. Shirt strap widths are different based on the age and maturity level of the group.

REGULATIONS FOR PASSENGERS RIDING SCHOOL BUSES

Behavior infractions on school buses will be referred to the appropriate school's administration. School administrators will handle these infractions. As a reminder, while riding in DCPS vehicles (to include school buses), students are considered on school property and are subject to outcomes in accordance with the DCPS Code of Student Conduct.

MEETING THE SCHOOL BUS

- Students are subject to all conditions of the *Code of Student Conduct* while at the bus stop, going to and from the bus stop, or riding the bus.
- Students must be on time. It is recommended that students be at their stop 10 minutes before the scheduled arrival time of the bus.
- Students should avoid standing on the traveled portion of the roadway while waiting for a bus.
- While waiting at a school bus stop, students must respect the property of homeowners in the area.
- Students should refrain from running beside the bus. Students should wait until the bus has stopped to board.
- **For Elementary Only:** Parents/legal guardians or their designee will accompany their children to and from the school bus stop. Students in Pre-K through second grade will not be unloaded without an authorized adult or family member present.

CONDUCT ON THE SCHOOL BUS

- Students should obey the driver and be respectful to driver and other passengers.
- Students should not purposely mar or deface the bus.
- Arms, legs and head should remain inside the bus from the time the students board the bus until they get off the bus.
- Students should refrain from talking to or distracting the driver while the bus is in motion.
- Students should not tamper with the emergency door.
- Students should not throw objects on the bus or from a window.
- Personal items will be permitted aboard ONLY if they can be held in the student's lap and not encumber another student.
- Eating, drinking, or selling / trading any anything (food or otherwise) on the bus is prohibited.
- Students should not open windows without permission from the driver.
- Items that are prohibited at school will not be permitted on the bus. This includes but is not limited to live animals, glass objects, skateboards, scooters, balloons, and other items that do not directly support the educational process. (*as a rule of thumb, any object carried on the school bus must be able to sit safely on the floor (within the confines of their seat) in front of the student.
- Portable communication devices, including cell phones, **may not** be displayed, activated or used on the school bus by students while being transported to and / or from school.
- Students must arrange (**in writing, through school administration**) any request from their parents/legal guardians to travel to or from school on any bus other than their approved route.
- Request for changes in the location of bus stops or bus routing should be directed to the Office of Transportation Services, (804) 469-4580, for approval.

LEAVING THE SCHOOL BUS

- Students should remain seated until the bus comes to a full stop.
- Students should only leave the bus at their approved bus stop.
- In the event that it is necessary to cross a roadway, students are to do so at the front of the bus and at a distance of at least ten feet in front of the bus. They should not cross until the driver has signaled that it is safe to do so.
- Riding a school bus is a privilege. Drivers will report misbehavior to the school Principal and disciplinary action will be imposed, including loss of the privilege of bus transportation.

*In the event that a student does not meet the behavior expectations detailed by the DCPS Code of Conduct, the school administration will send home the following Bus Behavior Infraction Report:

It is important that a safe environment is maintained while students are in transit to and from school. When a significant infraction occurs, it is often necessary for the school's administration to initiate behavior consequences. After a complete investigation and hearing / view of the facts, the following action was determined to be necessary for you student:

✓	MINOR BUS INFRACTIONS
	Warning (1st Minor violation)
	1 Day Bus Suspension (2nd violation)
	3 Day Bus Suspension (3rd violation) <i>*parent/guardian conference required before returning to bus</i>
	5 Day Bus Suspension (4th violation) <i>*parent/guardian conference required before returning to bus</i>
	Indefinite Bus Suspension (5th violation) <i>*the student is no longer permitted to ride a DCPS school bus. **Suspension may be reviewed by the building principal at the beginning of the next semester.</i>

****Level 4 and 5 behaviors AND fighting require suspensions from school.***

AFTER SCHOOL ACTIVITIES

1. Students are subject to conditions of the *Code of Student Conduct* while attending and participating in after-school student activities and athletic events. Regulations outlined in the *Code of Student Conduct* apply at all after-school activities (such as athletic events, club meetings, dances, etc.) and the like.
2. Students are not allowed to loiter in concession areas.
3. Students must be seated during athletic activities (when seating is available).
4. Students are expected to leave school grounds at the conclusion of the activity.
5. Students waiting for a ride should meet their ride at the school's designated student drop-off/pick-up location.
6. Metal detectors are utilized at after-school activities and special events in order to ensure the safety of students and spectators.
7. Parental involvement is encouraged at all school-related activities.
8. If parents/legal guardians are not attending a school-sponsored event, a plan should be made to pick up their child at the conclusion of the event.

If the Principal or his/her designee determines that the student's presence at any after-school activity creates a continuing danger to persons or property or creates an ongoing threat of disruption, the student may be removed from the activity immediately.

SEXUAL HARASSMENT/INAPPROPRIATE SEXUAL BEHAVIOR

Some offenses under this section must be reported to the School Resource Officer by an administrator or his/her designee in accordance with section 22.1-279.3:1 of the Code of Virginia.

It is the policy of the Dinwiddie County School Board to maintain a working and learning environment which provides for fair and equitable treatment, including freedom from sexual harassment, for all its employees and students.

Sexual harassment under Title IX is defined as conduct on the basis of sex that satisfies one or more of the following:

- (i) An employee of the recipient conditioning the provision of an aide, benefit, or service of the recipient on an individual's participation and unwelcome sexual conduct (i.e. quid pro quo)
- (ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- (iii) Sexual assault, dating violence, domestic violence, or stalking

The Code of Student Conduct prohibits Sexual harassment under Title IX as well as inappropriate sexual behavior including the distribution of obscene materials, any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. A student shall not sexually harass another student or any school employee, volunteer, student teacher, or any other person present in school facilities or at school functions.

It is prohibited for any student or employee, male or female, to harass another student or employee by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal, written, electronic, or physical conduct of a sexual nature. Conditions may include, but are not limited to:

- (1) submission to or rejection of such conduct is used as a basis for academic decisions affecting the student,
- (2) such conduct creates an intimidating, hostile, or offensive working or learning environment, or
- (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

Examples of activities which could constitute sexual harassment or sexual misconduct include, but are not limited to:

- (1) unwelcome leering, sexual flirtations, or propositions,
- (2) unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions,
- (3) graphic comments about an individual's body or overly personal conversation,
- (4) targeted sexual jokes, stories, drawings, pictures, or gestures toward others,
- (5) spreading sexual rumors,
- (6) inappropriate or suggestive sexual gestures,

- (7) cornering or blocking of normal movements,
- (8) displaying sexually suggestive objects in an educational environment or online,
- (9) displaying sexually explicit behavior, or
- (10) stalking, dating violence, or domestic violence based on sex.

The question of whether a particular action or incident is prohibited behavior requires a determination based on all the available facts in the matter. Any student who believes he or she has been subjected to inappropriate sexual behavior should immediately report their concerns to their Principal. In addition, any student who believes that he or she has been subjected to sexual harassment by another student or employee should immediately contact the Title IX Coordinator. The Title IX Coordinator can be reached via mail, email, telephone or in person.

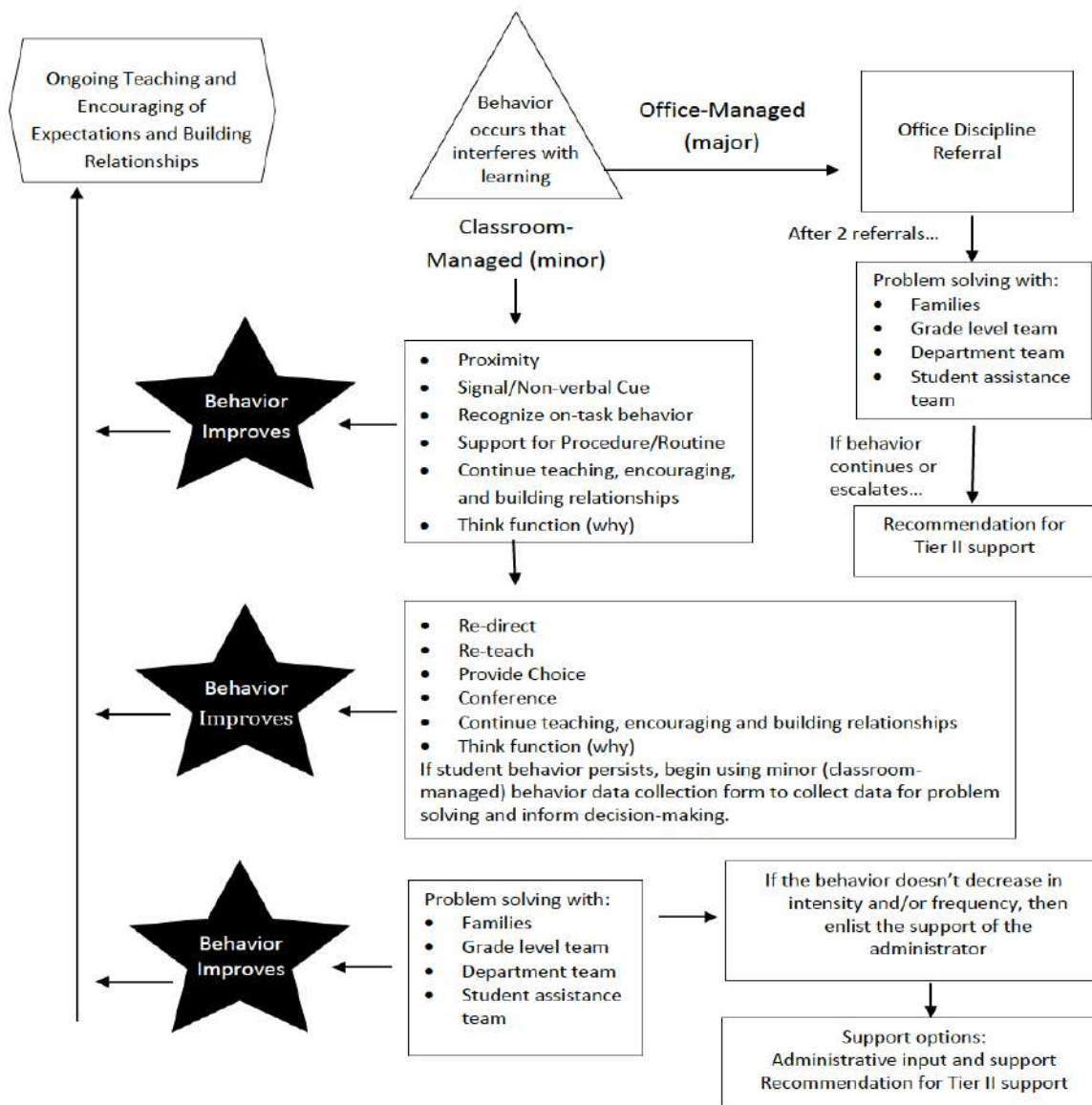
Title IX Coordinator
14016 Boydton Plank Road
Dinwiddie VA 23841
(804) 469-4190
aclay@dcpsnet.org (student complaints)
ebranch@dcpsnet.org (employee complaints)

[School Board Policy JFHA/GBA](#)

CONTINUUM OF SUPPORT

School personnel set classroom- and school-level expectations. Student behaviors may be addressed at the classroom level and/or the administrative level. These behaviors require teachers and administrators to take the appropriate actions which should include interventions and/or consequences. Each school develops a process for classroom-managed and office-managed behaviors utilizing this type of flow chart. Teachers will notify parents/guardians as needed for classroom-managed behaviors. For office-managed behaviors, a principal or principal's designee shall notify the student's parents/guardians.

Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior



DISRUPTIVE BEHAVIOR

Students are entitled to a learning environment free of unnecessary disruption. Any physical, written, or verbal disturbance, communication, or activity, within the school setting or during related activities, which may interrupt or interfere with teaching and the orderly conduct of school activities is prohibited. Any communication, activity, or social media post, committed outside of the school setting that interrupts or interferes with the school day is also prohibited, and subject to the *Code of Student Conduct*. Students using cell phones or other electronic devices to record anything or anyone without authorization on school property or at school events is strictly prohibited and subject to the *Code of Student Conduct*.

- Any event, action, or statement which relies on chance for the monetary advantage of one participant at the expense of others is gambling. This includes exchanging items of value, as well as currency, and extends to keeping score for later settlement.
- The possession or distribution of print or electronic materials which are obscene, violent, inappropriate, or significantly disruptive to the educational process is prohibited. Distribution includes sending, forwarding, displaying, retaining, storing, sharing, or posting of obscene or disruptive materials. Included are inappropriate student expression, sexting, threats, hit lists, distribution of non-authorized literature, and illegal assembly.
- Verbal assault is cursing, threatening, or using abusive language or written remarks intended to demean or harm a student, staff member, or visitor and is prohibited. This violation includes, but is not limited to, actions, displays, or written material of an obscene, violent, or inappropriate nature and the wearing of clothing or adornments, including inappropriate jewelry, which themselves convey either violent or sexually suggestive messages or offensive statements towards school personnel and/or students (i.e., vulgar language).
- Failure to respond appropriately to written or verbal directions given by school personnel, chaperones/volunteers, or law enforcement officers is considered insubordination. Also, refusing to comply with reasonable requests made by school personnel, or obstructing school personnel in a way that interferes with the operation of school, is strictly prohibited.
- Other activities which disrupt the orderly functions of the school include, but are not limited to: demonstrating hostile or disruptive behavior, repeated offenses/violations of the Code of Student Conduct, unauthorized fraternities or secret societies, unauthorized sales by students ([See Board Policy KGA](#)), possession of inappropriate toys, inappropriate use of school lockers and facilities, setting off false fire alarms, and compromising school safety (propping doors open for easy access, opening doors for individuals instead of making them enter through the main entrance, etc.).
- Gang-related activity will not be tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). Section 16.1- 260. G. of the Code of Virginia requires an intake officer to report to the division superintendent any student against whom a petition is filed for certain offenses including, prohibited criminal street gang activity pursuant to § 18.2-46.2. and recruitment of other juveniles for a criminal street gang activity pursuant to § 18.2- 46.

STUDENT BEHAVIOR CATEGORIES

The following behavior categories have been developed by the state and are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness of students' social-emotional development and emphasize the importance of helping students achieve academically and develop SEL (Social-Emotional Learning) competencies.

Behaviors that Impede Academic Progress (BAP)

These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

Behaviors Related to School Operations (BSO)

These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.

Relationship Behaviors (RB)

These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.

Behaviors that Present a Safety Concern (BSC)

These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

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. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

Persistently Dangerous Behaviors (PD)

These behaviors are deemed as persistently dangerous by the state.

STUDENT BEHAVIOR DESCRIPTIONS

The following section outlines specific behavior descriptions and examples of behaviors that fall under each of the six behavior categories (outlined in the [previous section](#)). For additional information or clarification regarding a specific incident, please contact the student's school.

Behaviors that Impede Academic Progress (BAP)

of the student or other students

BAP 1: Interfering with learning in the classroom (e.g., inappropriate talking, excessive noise, off-task, out of seat, horse playing, making rude noises, and possession of items that distract)

BAP 2: Interfering with learning outside of the classroom (e.g., excessive noise, interrupting a class, inappropriate talking, horse playing, and making rude noises)

BAP 3: Scholastic dishonesty (e.g., cheating, giving, receiving, or use of any unauthorized aid or assistance or unfair advantage on any form of academic work; and plagiarism, falsely claiming authorship, to include copying of language, structure, idea, and/or thought of another and representing it as one's own original work)

BAP 4: Unexcused tardiness to class

BAP 5: Unexcused tardiness to school

Behaviors Related to School Operations (BSO)

interfere with the daily operation of school procedures

BSO 1: Altering an official document or record

BSO 2: Giving false information, misrepresentation (to include verbal or written statements, counterfeit money, forgery, imitation alcohol and drug look-alike)

BSO 3: Refusal to comply with requests of staff in a way that interferes with the operation of school (to include refusal to work in class, minor insubordination, improper vehicle use and repeated refusals to comply or display appropriate behavior)

BSO 4: Failure to be in one's assigned place

BSO 5: Failure to attend assigned disciplinary setting (e.g., detention, In-School Suspension, afternoon/evening school, Saturday school)

BSO 6: Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building

BSO 7: Dress code violation

BSO 8: Gambling (playing or being present at the scene of games of skill or chance for money, property or profit; to include shooting dice)

BSO 9: Possessing items that are inappropriate for school (e.g., toys, literature, lighters, tobacco-free dip, and electronic devices); items will be confiscated and turned over to the parent/legal guardian at a reasonable time convenient to the school

BSO 10: Possession of stolen items (property obtained without permission of owner)

BSO 11: Unauthorized use of school electronic or other equipment

Computer systems include, but are not limited to, all computers, electronic tablets, electronic readers, servers, network devices, telecommunication devices, multifunction devices, printers, scanners, peripheral equipment, local and wide area networks, internet access, software, apps, application systems, web resources, data and digital content

Computer systems shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials. Any authorized or unauthorized use in school or out of school, of computer software, computer networks (including social networks), telecommunications, information technology, and related technologies which disrupts or interferes with the learning environment, students or staff members in any manner; or involvement in willful acts that cause physical, financial, social, emotional or other harm in any manner is prohibited and may result in a recommendation for expulsion

BSO 12: Violation of the Acceptable use of Technology/Internet Policy

BSO 13: Violation of school board policy regarding the possession or use of portable communication devices (e.g., cell phones, tablets, gaming devices, and other personal electronic devices)

BSO 14: Vandalism, graffiti or other damage to school or personal property

A student or parent/legal guardian will be held financially responsible, as allowed by state law, for willful or malicious destruction of school property.

Relationship Behaviors (RB)

*create a negative relationship between two or more members of the school community
(no physical harm)*

RB 1: Bullying with no physical injury

Any aggressive and unwanted behavior that is *intended to harm, intimidate, or humiliate* the victim; *involves a real or perceived power imbalance* between the aggressor or aggressors and victim; and is *repeated over time or causes severe emotional trauma*. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.

RB 2: Cyberbullying: Using information and communication technologies, such as cell phone text messages and pictures, internet email, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support *deliberate, hostile behavior intended to harm others*

RB 3: Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means (to include nude or explicit photos)

RB 4: Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (to include obscene phone calls and sexual harassment)

Sexual Harassment *Unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.*

RB 5: Stealing money or property without physical force (to intentionally take or attempt to take the property of another without consent)

RB 6: Speaking to another in an uncivil, discourteous manner (e.g., talking back)

RB 7: Teasing, taunting, engaging in a verbal confrontation

RB 8: Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)

RB 9: Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identify, gender expression, sexual orientation or disability

RB 10: Failure to respond to questions or requests by staff (e.g., walking away, refusing to identify self properly, challenging authority)

RB 11: Unwanted or inappropriate physical contact (improper physical contact against a student or staff that is offensive, undesirable, and/or unwanted as determined by the victim)

Behaviors of a Safety Concern (BSC)

create unsafe conditions for student, staff, and/or visitors to the school

BSC 1: Alcohol: Possessing, using, or being under the influence of alcohol

Students will not use, have in their possession, have dominion and/or control of, or be under the influence of alcohol on School Board property, at school-sponsored activities, or while going to or from school

BSC 2: Alcohol: Distributing alcohol to other students. Students will not distribute alcohol on School Board property, at school-sponsored activities, or while going to or from school

BSC 3: Drugs: Possessing drug paraphernalia Students will not use, have in their possession, have dominion and/or control of drug paraphernalia (pipes, etc.) on School Board property, at school-sponsored activities, or while going to or from school

BSC 4: Drugs: Violating school board non-prescription (over-the-counter medication or look-alike drug policy) Students are not to be in possession of medication (prescribed or over-the-counter) at any time

[\(see School Board Policy JHCD\)](#)

BSC 5: Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment

Students are prohibited from possessing, selling or trading or offering to do so, smoking, and/or using tobacco products or nicotine vapor or alternative nicotine products as defined in [Virginia Code §18.2-371.2](#), as amended, at all times while on School Board owned or leased property, in School Board vehicles, in any vehicle parked on School Board property, at on or off site school-sponsored or school-related activities, or while going to or coming home from school.

BSC 6: Bullying Behavior without physical injury that continues after intervention.

Any aggressive and unwanted behavior that is *intended to harm, intimidate, or humiliate* the victim; *involves a real or perceived power imbalance* between the aggressor or aggressors and victim; and is *repeated over time or causes severe emotional trauma*. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.

BSC 7: Cyberbullying that continues after intervention using information and communication technologies, such as cell phone text messages and pictures, internet email, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support *deliberate, hostile behavior intended to harm others*

BSC 8: Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment

A student will not harass or discriminate against another person based upon that person's race, color, sex, disability, national origin, ethnicity, religion, or any other protected class/category as outlined in [School Board Policy JFH](#), as amended. Harassment or discrimination consists of verbal or physical conduct or other action relating to a person's race, color, sex, disability, national origin, ethnicity, or religion when one or more apply:

1. The conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.
2. The conduct had the purpose or effect of substantially or unreasonably interfering with a student's academic performance or another person's employment or participation in school activities.
3. The conduct otherwise adversely affects a student's learning opportunities.

Examples include, but are not limited to:

- a. Written or spoken language or graffiti containing offensive language or graphic depictions;
- b. Name calling, jokes or rumors;
- c. Threatening or intimidating conduct directed at another person;
- d. Notes or drawings/illustrations;
- e. Slurs, negative stereotypes, hostile acts; or
- f. Physical acts of aggressive conduct such as assault, theft, or damage to property.

BSC 9: Distracting the bus driver (e.g., inappropriate talking, horseplay, making rude noises)

BSC 10: Endangering the safety of others on the bus (e.g., throwing item from moving bus)

BSC 11: Falsely activating a fire or other disaster alarm (to include false calls to 911)

BSC 12: Possessing items that could be used to set or cause a fire or produce large amounts of smoke (to include smoke bombs) Students shall not possess, distribute, discharge, or participate in the discharge of fireworks or similar items capable of producing a combustible or explosive reaction by fire, friction, concussion, percussion, or detonation, including, but not limited to firecrackers

BSC 13: Engaging in reckless behavior the creates a risk of injury to self or others

A student shall not engage in conduct that is dangerous to the health or safety of self, students or others. (e.g., failure to come under control during altercation, adding a foreign substance to another person's food or drink)

BSC 14: Fighting that result in no injury as determined by the school administration

Fighting involves two or more parties in conflict when they are striking each other for the purpose of causing harm or injury. This may extend to mutual shoving, wrestling, or other aggressive actions that may result in the danger of harm or injury to participants, bystanders, or school property. A student that is assaulted and retaliates by hitting/ kicking/etc., may be disciplined for fighting.

*Self-Defense-Any person claiming self-defense must:

1. Be without fault in provoking or bringing on the fight or incident.
2. Have reasonably feared, under the circumstances as they existed at the time, that there was an imminent risk of physical harm.
3. Have used no more force than was reasonably necessary to prevent the threat.

Self-defense does not constitute a valid defense against possession or use of a weapon on school property or at any school-sponsored activity.

BSC 15: Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students

Inciting a Riot is the unlawful use of force or violence that seriously jeopardized the public safety, peace, or order; typically, three or more people acting together.

Substantial Disturbance Actions and/or statements (written or verbal), including threats to school, that result in a substantial disturbance to the operation of school.

BSC 16: Throwing an object that has the potential to cause a disturbance, injury, or property damage

BSC 17: Shoving, pushing, striking, biting another student with no visible injury

Physical aggression also includes scratching, kicking, blocking the passage of, cutting or pulling another student's hair and "panting".

BSC 18: Exposing body parts, lewd or indecent public behavior (to include mooning)

BSC 19: Physical contact of a sexual nature – patting body parts, pinching, tugging clothing

Inappropriate Sexual Behavior Lewd behavior, indecent exposure that includes sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force or threat.

Sexual Battery against Staff or Student involves an offensive or intentional threat, intimidation or ruse or physical helplessness of sexual abuse (Class 1 Misdemeanor)

BSC 21: Stalking as described in the [Code of Virginia Section §18.2-60.3](#):

One who engages in conduct directed at another person with the intent to place that person in reasonable fear of death, criminal sexual assault, or bodily injury

BSC 22: Stealing money or property using physical force (no weapon involved)

Attempted Burglary & Burglary Unlawful attempted entry or entry into a building or other structure with the intent to commit a crime

Attempted Extortion & Extortion A student will not attempt to, threaten to or take another person's property by force, violence, threats, or intimidation. This includes obtaining money, property, or other objects of value, either tangible or intangible.

BSC 24: Leaving school grounds without permission

BSC 25: Trespassing Entering or remaining on a public school campus or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension/expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave

BSC 26: Possessing dangerous instruments/substances that could be used to inflict harm upon another (to include pepper spray, mace and mace-like devices)

BSC 27: Weapons: Possessing any weapon (other than a firearm) as defined by [§18.2-308.1](#). Possession includes bringing onto school property and/or storing in vehicle, locker or other receptacle

Pneumatic Weapon (BB/Pellet Gun or Rifle, Paint Ball Gun) refers to the possession, handling, using, or distribution of pellet guns, BB guns, paint ball guns, air pistols and all other devices under the definition of pneumatic weapon in the *Code of Virginia*.

Look-alike Firearm Possession of an instrument or device that resembles or looks like a pistol, revolver, or any type of weapon but not capable of propelling a missile. May include but not be limited to a cap pistol, water pistol, or any look-alike gun.

Principal may determine if a look-alike is a weapon by considering the following:

1. Whether it is reasonable that a person would mistake the object for a weapon;
2. Whether the object was used for the purpose of threatening, intimidating, harassing, or harming another person; and/or
3. Whether it was the intent of the student who possessed, handled, used, or distributed the object to cause another person, or other persons, to believe that the object was, in fact, a weapon.

Knife Possessing or bringing to school or school-sponsored event any sharp-edged instrument that is classified as a knife with a blade of three inches or more.

Razor Blade or Box Cutter

Ammunition Possession of any bullet, shell, cartridge, case, primer, or propellant powder designed for use in any firearm.

Other Weapon Possession of any object or substance that could cause injury including (but not limited to) slingshots, ice picks, knives less than three inches long, multi-fingered rings, heavy chains, metal knuckles, clubs, stink bombs, itching powder, martial arts objects, chemical bombs; the use of any object or any substance that will potentially cause harm, irritation, or bodily injury to students or any other persons; giving a dangerous liquid, pill, or substance that causes illness; and laser pens, firearm mufflers and firearm silencers when used to potentially cause harm, injury, or irritation.

Taser or Stun Gun Possessing or bringing any mechanism that is designed to emit an electronic, magnetic or other charge or shock through the use of a projectile or exceeds the equivalency of five milliamp 60 hertz shock and used for the purpose of temporarily incapacitating a person.

Behaviors that Endanger Self or Others (BESO)

endanger the health, safety, or welfare of either the student or others in the school community

BESO 1: Assault: Intending to cause physical injury to another person

BESO 2: Assault and Battery: Causing physical injury to another person

BESO 3: Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration

Fighting involves two or more parties in conflict when they are striking each other for the purpose of causing harm or injury. This may extend to mutual shoving, wrestling, or other aggressive actions that may result in the danger of harm or injury to participants, bystanders, or school property. A student that is assaulted and retaliates by hitting/kicking/etc., may be disciplined for fighting.

*Self-Defense-Any person claiming self-defense must:

1. Be without fault in provoking or bringing on the fight or incident.
2. Have reasonably feared, under the circumstances as they existed at the time, that there was an imminent risk of physical harm.
3. Have used no more force than was reasonably necessary to prevent the threat.

Self-defense does not constitute a valid defense against possession or use of a weapon on school property or at any school-sponsored activity.

BESO 4: Striking Staff: The use of force against a staff member when no injury is caused (to include hitting, pushing, scratching, kicking, blocking the passage of, and throwing objects at staff)

BESO 5: Drugs: Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications

Students will not have in their possession or have dominion and/or control of marijuana or controlled substances on School Board property, at school-sponsored activities, or while going to or from school.

BESO 6: Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications

Students will not be under the influence of marijuana or controlled substances on School Board property, at school-sponsored activities, or while going to or from school.

BESO 7: Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications

Students will not use marijuana or controlled substances on School Board property, at school-sponsored activities, or while going to or from school.

BESO 9: Attempting to set, aiding in setting, or setting a fire

To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fire would be included in this category if they were contributing factors to a damaging fire.

BESO 10: Engaging in threatening or dangerous behavior that is gang-related as defined in [§18.2-46.1](#) Street gang means any ongoing organization, association, or group of three or more persons, whether formal or informal, which has as one of its primary objectives or activities the commission of one or more criminal or non-criminal gang activities. This includes articles of clothing that symbolize association, rituals, or activities identified by groups of students.

BESO 11: Hazing as defined in [§18.2-56](#) and noted in [§22.1-279.6](#)

Initiation of another student into a club, group, or any other organization through abuse and humiliation or as to cause bodily injury.

BESO 12: Threatening, intimidating, or instigating violence, injury or harm to a staff member or members

Making a threat, including false threats and posturing, against division personnel or encouraging, inciting, enticing, or soliciting any person to commit such a threat is unlawful and forbidden. This includes physical gestures, oral or written (including by electronic means) threats to do bodily harm to any staff while on a school bus, on school property, or at school-sponsored or related activity is prohibited. A student shall be in violation of this rule regardless of whether the person who is the object of the threat receives the threat, so long as a reasonable person would foresee that the statement would be interpreted by those to whom the maker communicates the statement as a serious expression of intent to harm or assault, or it materially disrupts classwork, involves substantial disorder, or invades the rights of others.

BESO 13: Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)

Making a threat, including false threats and posturing, against students or others or encouraging, inciting, enticing, or soliciting any person to commit such a threat is unlawful and forbidden. This includes physical gestures or verbal threats to do bodily harm to any student while on a school bus, on school property, or at school-sponsored or related activity is prohibited. A student shall be in violation of this rule regardless of whether the person who is the object of the threat receives the threat, so long as a reasonable person would foresee that the statement would be interpreted by those to whom the maker communicates the statement as a serious expression of intent to harm or assault, or it materially disrupts classwork, involves substantial disorder, or invades the rights of others.

Posturing to Fight Student or Other Person Conveying by threats, gestures, stance, raised fists, etc., the intention to fight.

BESO 15: Using an object not generally considered being a weapon to threaten or attempt to injure school personnel/others

BESO 17: Making a bomb threat, including false threats, against division personnel or School Board property, or encouraging, inciting, enticing, or soliciting any person to commit such a threat is unlawful and forbidden

Students are forbidden from threatening injury to the person or property of another by the use of an imitation infectious biological, toxic, or radioactive substance; use of an imitation infectious biological, toxic, or radioactive substance in such a manner as to place any person in reasonable apprehension of death or bodily harm, or with the intent to disrupt or interfere with the operations of any school, school bus, or school-sponsored event or activity; possess, manufacture, sell, give, or distribute an imitation infectious biological, toxic, or radioactive substance with the intent to place a person in reasonable apprehension of death or bodily harm; or knowingly release or place, or cause or procure to be released or placed in, on, or around any school, school bus, school event, or school activity any imitation infectious biological, toxic, or radioactive substance with the intent to place any person in reasonable apprehension of death or bodily harm.

Behaviors Used to Determine Persistently Dangerous Schools (PD)

PD 1: Homicide Firearm

PD 2: Homicide Other Weapon

PD 3: Sexual Assault

Sexual penetration (e.g., oral, anal, or vaginal) without consent. This category includes statutory rape that is defined as sexual penetration with or without the consent of a minor.

PD 4: Attempted Sexual Assault

Attempted sexual penetration (e.g., oral, anal, or vaginal) without consent. This category includes statutory rape that is defined as sexual penetration with or without the consent of a minor.

PD 5: Use of a Bomb

Use of any device possessed or assembled at school that contains combustible material or combustible material and a fuse.

PD 6: Assault with Firearm or Weapon

Physical violence with use of a weapon, directed toward another person and causing bodily harm is considered an assault with firearm or weapon.

PD 7: Actual or Attempted Robbery

A student will not take or attempt to take another person's property by force or violence. This includes obtaining money, property, or other objects of value, either tangible or intangible.

PD 8: Kidnapping/Abduction

Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s)/legal guardian(s). This includes hostage-taking.

PD 9: Malicious Wounding without a Weapon

Any person who maliciously wounds another person or by causing bodily injury, with the intent to maim, disfigure, disable, or kill.

PD 10: Aggravated Sexual Battery on a Student

Sexual abuse of a victim: who is less than thirteen years of age, or that act is accomplished against the will of the victim, by force, threat or intimidation, or through the use of the victim's mental incapacity or physical helplessness, and—the victim is at least thirteen but less than fifteen years of age, or the accused causes serious bodily or mental injury to the victim, or the accused used or threatens to use a dangerous weapon. Sexual Abuse means an act committed with the intent to sexually molest, arouse, or gratify any person.

PD 11: Illegal Possession of Handgun

The possession, handling, using, or distribution of a firearm, whether loaded or unloaded, operative or inoperative, on the way to or from school, on school property, or at any school-sponsored or related activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle.

PD 12: Illegal Possession of Rifle or Shotgun

The possession, handling, using, or distribution of a rifle or shotgun, whether loaded or unloaded, operative or inoperative, on the way to or from school, on school property, or at any school-sponsored or related activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle.

PD 13: Illegal Possession of Any Other Projectile Weapon

Any weapon designed to expel a projectile or that may readily be converted or modified manufactured guns to expel a projectile by the action of an explosive device.

PD 14: Illegal Possession of Bomb

Any device possessed or assembled at school that contains combustible material or combustible material and a fuse.

PD 15: Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1

Any weapon that will, or is designed to, expel a projectile by the action of an explosive; this includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, a zip or starter gun.

PD 16: Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell

This includes the sale/distribution of anabolic steroid, illegal drug inhalant, marijuana, Schedule 1 or 2 drug and prescription drugs.

ELEMENTARY Leveled Responses to Student Behaviors

SBAR	Behaviors that impede the Academic Progress (BAP) of the student or of other students	1	2	3	4	5
BAP1	Interfering with learning in the classroom (<i>examples include talking, excessive noise, off-task, out of seat, possessing items that distract</i>)	•				
BAP2	Interfering with learning outside of the classroom (<i>examples include excessive noise, interrupting a class, etc.</i>)	•	•			
BAP3	Scholastic dishonest (<i>cheating, plagiarism, forgery (including computer forgery), lying, stealing, or any other acts of dishonestly</i>)	•	•			
BAP4	Unexcused tardiness to class (<i>A student is considered tardy to class if he/ she is not in the classroom when the class is scheduled to begin.</i>)	•				
BAP5	Unexcused tardiness to school (<i>A student is considered tardy to school if he/ she is not in the classroom when the school day is scheduled to begin.</i>)	•				

SBAR	Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	1	2	3	4	5
BSO1	Altering an official document or record	•	•			
BSO2	Giving false information, misrepresentation (<i>i.e. intentional or repeated cheating, plagiarism, lying</i>)	•	•			
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	•	•	•		
BSO4	Failure to be in one's assigned place	•	•			
BSO5	Failure to attend assigned disciplinary setting (<i>detention, in-school suspension, after school, alternatives to suspension</i>)	•	•	•		
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	•	•	•		
BSO7	Dress Code Violation	•	•			
BSO8	Gambling (<i>including games of chance for money or profit as defined in § 18.2-46.1. Possession of gambling devices and paraphernalia is prohibited</i>)	•	•			
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	•	•			
BSO10	Possession of stolen items *Report to SRO	•	•	•		
BSO11	Unauthorized use of school electronic or other equipment	•	•			
BSO12	Violation of the Acceptable Use of Technology/internet policy	•	•			
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	•	•			
BSO14	Vandalism, graffiti or other damage to school or personal property (<i>Thoughtless defacement, damage, or destruction and willful or malicious acts of damage or destruction of public/ school property</i>) *Report to SRO	•	•	•		

SBAR	Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	1	2	3	4	5
RB1	Bullying with no physical injury	•	•			
RB2	Cyberbullying		•	•		
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	•	•	•		
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	•	•	•		
RB5	Stealing money or property without physical force <i>*Report to SRO</i>	•	•	•		
RB6	Speaking to another in an uncivil, discourteous manner	•	•			
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	•	•			
RB8	Using profane or vulgar language or gestures (<i>swearing, cursing, hate speech, gang signs or gestures</i>)	•	•			
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	•	•	•		
RB10	Failure to respond to questions or requests by staff	•	•			
RB11	Unwanted or inappropriate physical contact of a sexual nature	•	•	•		

SBAR	Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	1	2	3	4	5
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol <i>*Report to SRO</i>		•	•		
BSC2	Alcohol: Distributing alcohol to other students <i>*Report to SRO</i>		•	•	•	
BSC3	Drugs: Possessing drug paraphernalia <i>*Report to SRO</i>		•	•		
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy <i>*Report to SRO</i>		•	•		
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		•	•		
BSC6	Bullying Behavior without physical injury that continues after intervention (<i>Bullying that leads to physical injury will be classified as Assault and Battery</i>)			•	•	
BSC7	Cyberbullying that continues after intervention (<i>Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences</i>)			•	•	•
BSC8	Harassment (<i>Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment</i>)		•	•	•	
BSC9	Bus: Distracting the bus driver	•	•	•		
BSC10	Bus: Endangering the safety of others on the bus (<i>Serious or repeated incidents of bus misconduct will result in denying the student the privilege of riding on the bus</i>)		•	•		
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm <i>*Report to SRO</i>	•	•	•		
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	•	•	•		

BSC13	Engaging in reckless behavior that creates a risk of injury to self or others (<i>including reckless use of a vehicle on school property</i>)	•	•	•		
BSC14	Fighting that results in no injury as determined by school administration	•	•	•		
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	•	•	•		
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	•	•			
BSC17	Shoving, pushing, striking, biting another student with no visible injury	•	•	•		
BSC18	Exposing body parts, lewd or indecent public behavior <i>*Report to SRO</i>	•	•	•		
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing <i>*Report to SRO</i>		•	•		
BSC21	Stalking as described in the <i>Code of Virginia Section 18.2-60.3</i> <i>*Report to SRO</i>		•	•		
BSC22	Stealing money or property using physical force (no weapon involved) <i>*Report to SRO</i>	•	•	•		
BSC24	Leaving school grounds without permission	•	•			
BSC25	Trespassing		•	•		
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another <i>*Report to SRO</i>			•	•	
BSC27	Weapon: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1 <i>*Report to SRO</i>			•	•	•

SBAR	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.	1	2	3	4	5
BESO1	Assault: Intending to cause physical injury to another person <i>*Report to SRO</i>		•	•		
BESO2	Assault and Battery: Causing physical injury to another person <i>*Report to SRO</i>			•	•	•
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration		•	•		
BESO4	Striking Staff: The use of force against a staff member when no injury is caused <i>*Report to SRO</i>		•	•		
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications <i>*Report to SRO</i>			•	•	•
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications <i>*Report to SRO</i>			•	•	•
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications <i>*Report to SRO</i>			•	•	•
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire <i>*Report to SRO</i>		•	•	•	
BESO10	Gang-Related Behavior (<i>Engaging in threatening or dangerous behavior that is gang-related</i>) <i>*Report to SRO</i>	•	•	•	•	
BESO11	Hazing as defined in § 18.2-56 and noted in § 22.1-279.6 <i>*Report to SRO</i>		•	•	•	
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members <i>*Report to SRO</i>	•	•	•	•	
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or others(s) <i>*Report to SRO</i>	•	•	•		
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others <i>*Report to SRO</i>			•	•	•

BESO16	Using a weapon to threaten or attempt to injure student or other(s) *Report to SRO				•	•
BESO17	Bomb threat –Making a bomb threat *Report to SRO		•	•	•	

SBAR	Category F: Behaviors described in the Virginia’s Unsafe School Choice Option Policy (PD) required by the federal Every Student Succeeds Act of 2015	1	2	3	4	5
PD1	Homicide – Firearm *Report to SRO					•
PD2	Homicide - Other Weapon *Report to SRO					•
PD3	Sexual Assault *Report to SRO					•
PD4	Attempted Sexual Assault *Report to SRO					•
PD5	Use of a Bomb *Report to SRO					•
PD6	Assault with Firearm or Weapon *Report to SRO					•
PD7	Actual or Attempted Robbery *Report to SRO					•
PD8	Kidnapping/Abduction *Report to SRO					•
PD9	Malicious Wounding without a Weapon *Report to SRO					•
PD10	Aggravated Sexual Battery on a Student *Report to SRO					•
PD11	Illegal Possession of Handgun *Report to SRO					•
PD12	Illegal Possession of Rifle or Shotgun *Report to SRO					•
PD13	Illegal Possession of Any Other Projectile Weapon *Report to SRO					•
PD14	Illegal Possession of Bomb *Report to SRO					•
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1 *Report to SRO					•
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell *Report to SRO					•

SECONDARY Leveled Responses to Student Behaviors

SBAR	Behaviors that impede the Academic Progress (BAP) of the student or of other students	1	2	3	4	5
BAP1	Interfering with learning in the classroom (<i>examples include talking, excessive noise, off-task, out of seat, possessing items that distract</i>)	•	•	•		
BAP2	Interfering with learning outside of the classroom (<i>examples include excessive noise, interrupting a class, etc.</i>)	•	•	•		
BAP3	Scholastic dishonest (<i>cheating, plagiarism, forgery (including computer forgery), lying, stealing, or any other acts of dishonesty</i>)	•	•			
BAP4	Unexcused tardiness to class (<i>A student is considered tardy to class if he/she is not in the classroom when the class is scheduled to begin.</i>)	•	•			
BAP5	Unexcused tardiness to school (<i>A student is considered tardy to school if he/she is not in the classroom when the school day is scheduled to begin.</i>)	•	•			

SBAR	Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	1	2	3	4	5
BSO1	Altering an official document or record		•	•		
BSO2	Giving false information, misrepresentation (<i>i.e. intentional or repeated cheating, plagiarism, lying</i>)	•	•	•		
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school		•	•	•	
BSO4	Failure to be in one's assigned place	•	•			
BSO5	Failure to attend assigned disciplinary setting (<i>detention, in-school suspension, Saturday school, Alternatives to Suspension</i>)	•	•	•		
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building		•	•	•	
BSO7	Dress Code Violation	•	•			
BSO8	Gambling (<i>including games of chance for money or profit as defined in § 18.2-46.1. Possession of gambling devices and paraphernalia is prohibited</i>)	•	•	•		
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	•	•	•		
BSO10	Possession of stolen items <i>*Report to SRO</i>		•	•		
BSO11	Unauthorized use of school electronic or other equipment	•	•	•		
BSO12	Violation of the Acceptable Use of Technology/internet policy	•	•	•		
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	•	•	•		
BSO14	Vandalism, graffiti or other damage to school or personal property (<i>Thoughtless defacement, damage, or destruction and willful or malicious acts of damage or destruction of public/school property</i>) <i>*Report to SRO</i>		•	•	•	

SBAR	Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	1	2	3	4	5
RB1	Bullying with no physical injury	•	•	•		
RB2	Cyberbullying	•	•	•		
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	•	•	•		
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature		•	•	•	
RB5	Stealing money or property without physical force	•	•	•		
RB6	Speaking to another in an uncivil, discourteous manner	•	•	•		
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	•	•	•		
RB8	Using profane or vulgar language or gestures (<i>swearing, cursing, hate speech, gang signs or gestures</i>)		•	•	•	
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability		•	•	•	
RB10	Failure to respond to questions or requests by staff	•	•	•		
RB11	Unwanted or inappropriate physical contact of a sexual nature	•	•	•		

SBAR	Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	1	2	3	4	5
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol <i>*Report to SRO</i>			•	•	
BSC2	Alcohol: Distributing alcohol to other students <i>*Report to SRO</i>			•	•	
BSC3	Drugs: Possessing drug paraphernalia <i>*Report to SRO</i>		•	•		
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy <i>*Report to SRO</i>		•	•	•	
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		•	•		
BSC6	Bullying Behavior without physical injury that continues after intervention (<i>Bullying that leads to physical injury will be classified as Assault and Battery</i>)		•	•	•	
BSC7	Cyberbullying that continues after intervention (<i>Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences</i>)		•	•	•	
BSC8	Harassment (<i>Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment</i>)		•	•	•	
BSC9	Bus: Distracting the bus driver	•	•	•		
BSC10	Bus: Endangering the safety of others on the bus (<i>Serious or repeated incidents of bus misconduct will result in denying the student the privilege of riding on the bus</i>)		•	•	•	
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm <i>*Report to SRO</i>		•	•	•	
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke		•	•	•	

BSC13	Engaging in reckless behavior that creates a risk of injury to self or others (<i>including reckless use of a vehicle on school property</i>)	•	•	•		
BSC14	Fighting that results in no injury as determined by school administration		•	•	•	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students		•	•	•	•
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage		•	•	•	
BSC17	Shoving, pushing, striking, biting another student with no visible injury	•	•	•		
BSC18	Exposing body parts, lewd or indecent public behavior <i>*Report to SRO</i>			•	•	
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing <i>*Report to SRO</i>		•	•	•	
BSC21	Stalking as described in the <i>Code of Virginia Section 18.2-60.3</i> <i>*Report to SRO</i>		•	•	•	
BSC22	Stealing money or property using physical force (no weapon involved) <i>*Report to SRO</i>		•	•		
BSC24	Leaving school grounds without permission		•	•		
BSC25	Trespassing		•	•	•	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another <i>*Report to SRO</i>			•	•	
BSC27	Weapon: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1 <i>*Report to SRO</i>			•	•	•

SBAR	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.	1	2	3	4	5
BESO1	Assault: Intending to cause physical injury to another person <i>*Report to SRO</i>		•	•	•	
BESO2	Assault and Battery: Causing physical injury to another person <i>*Report to SRO</i>				•	•
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration			•	•	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused <i>*Report to SRO</i>			•	•	•
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications <i>*Report to SRO</i>			•	•	•
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications <i>*Report to SRO</i>			•	•	•
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications <i>*Report to SRO</i>				•	•
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire <i>*Report to SRO</i>			•	•	•
BESO10	Gang-Related Behavior (<i>Engaging in threatening or dangerous behavior that is gang-related</i>) <i>*Report to SRO</i>			•	•	
BESO11	Hazing as defined in § 18.2-56 and noted in § 22.1-279.6 <i>*Report to SRO</i>		•	•	•	
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members <i>*Report to SRO</i>			•	•	
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or others(s) <i>*Report to SRO</i>		•	•	•	
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others <i>*Report to SRO</i>				•	•

BESO16	Using a weapon to threaten or attempt to injure student or other(s) *Report to SRO					•
BESO17	Bomb threat –Making a bomb threat *Report to SRO			•	•	

SBAR	Category F: Behaviors described in the Virginia’s Unsafe School Choice Option Policy (PD) required by the federal Every Student Succeeds Act of 2015	1	2	3	4	5
PD1	Homicide – Firearm *Report to SRO					•
PD2	Homicide - Other Weapon *Report to SRO					•
PD3	Sexual Assault *Report to SRO					•
PD4	Attempted Sexual Assault *Report to SRO					•
PD5	Use of a Bomb *Report to SRO					•
PD6	Assault with Firearm or Weapon *Report to SRO					•
PD7	Actual or Attempted Robbery *Report to SRO					•
PD8	Kidnapping/Abduction *Report to SRO					•
PD9	Malicious Wounding without a Weapon *Report to SRO					•
PD10	Aggravated Sexual Battery on a Student *Report to SRO					•
PD11	Illegal Possession of Handgun *Report to SRO					•
PD12	Illegal Possession of Rifle or Shotgun *Report to SRO					•
PD13	Illegal Possession of Any Other Projectile Weapon *Report to SRO					•
PD14	Illegal Possession of Bomb *Report to SRO					•
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1 *Report to SRO					•
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell *Report to SRO					•

LEVELS OF ADMINISTRATIVE RESPONSES TO STUDENT BEHAVIOR

The following summarizes the levels of disciplinary responses which shall be enforced by school personnel with students who are in violation of school rules, *Code of Student Conduct*, School Board Bylaws, Policies, Division Regulations, the Discipline Guidelines, and/or local, state, or federal laws. Disciplinary responses to student behavior are dependent on the nature of the behavior and are progressive in nature; that is, the level of response increases as the number of instances of similar inappropriate behavior increases.

In an effective approach to intervention and discipline, when students do not meet behavioral expectations, they receive supports to address the root causes of the behavior and learn appropriate alternatives. When a specific student behavior does not change following an intervention - or the behavior increases in frequency, intensity, or duration - a problem solving approach is used to identify alternative interventions and responses. All stages of a system of intervention should include opportunities for learning acceptable replacement behaviors within the school and community and access to interventions to address the underlying causes of behavior.

Delivering disciplinary responses to unwanted behaviors is often a needed but never sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies as described earlier in this document.

The delivery of disciplinary responses should only serve four (4) key functions:

- preventing a negative behavior from being rewarded
- preventing a problem behavior from escalating
- preventing a problem behavior from significantly interrupting instruction
- preventing physical and/or social emotional harm to others

Note: If the Principal or his/ her designee determines that the student's presence at school creates a continuing danger to persons or property or an ongoing threat of disruption, the student may be removed from school immediately.

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
- Verbal Warning/Reprimand (*Every effort should be made to conduct warnings/ reprimands privately.*)
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Timeout/Reset (Max 1 day) with behavioral instruction and academic support
- Seat change
- Loss of school privileges
- Confiscation of item or device by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (*before school, at lunch, after school **Students will be supervised by an administrator, teacher, or other instructional staff*)
- Administrator/Student conference and/or Administrator /Student/ Teacher conference
- Restitution
- Bus Suspension (*Elementary: up to 2 days, Secondary: up to 3 days*)

LEVEL 2 RESPONSES

Level 2 responses are designed to prevent further behavioral issues and attempt to 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/Parent/Guardian Conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Behavior Contract (*Developed with and signed by the student, parent/guardian, and school officials*)
- Detention (*before school, at lunch, after school **Students will be supervised by an administrator, teacher, or other instructional staff*)
- Community service (*Through Prevention Services*)
- Referral for support services (*e.g. School Counselor, School Social Worker, Prevention Services, Mentor Program*)
- Referral to RISE program (*Secondary students only*)
- Restitution
- Confiscation
- Temporary loss of privileges
- Schedule change
- ISS with behavioral interventions and/or restorative practices (*Elementary: up to 3 hours, Secondary: up to 3 days*)
- Bus suspension (*Elementary: up to 4 days, Secondary: up to 5 days*)

LEVEL 3 RESPONSES

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

- Administrator/Teacher/Parent/Guardian Conference
- Detention (*before school, at lunch, after school **Students will be supervised by an administrator, teacher, or other instructional staff*)
- Behavior Contract (*Developed with and signed by the student, parent/guardian, and school officials*)
- Community service (*Through Prevention Services*)
- Referral for support services (*e.g. School Counselor, School Social Worker, Prevention Services, Mentor Program*)
- Referral to RISE program (*Secondary students only*)
- Restitution
- Revocation of privileges
- Suspension from Extracurricular Activities
- Referral to School-based Student Success Team (SST)
- ISS with restorative practices (*Elementary: up to a full day, Secondary: 3-5 days*)
- Functional Behavior Assessment (FBA) and Behavior Support Plan (BSP) Development (*General Education Student*)
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Development (*Exceptional Education Student*)
- Short-term(OSS) Out of School Suspension (*Elementary: up to 3 days, Secondary: up to 5 days*)
 - During the period of OSS **restrictions** are in place. The student is not permitted on school property or at school-sponsored activities. The student will be provided classwork and homework material so that the student may remain current with school instruction while enrolled in school. The parent/legal guardian shall be required to confer with the administrator prior to the student's reinstatement from OSS.

- Bus Suspension (*up to 10 days*)

LEVEL 4 RESPONSES

Level 4 behaviors may require a report to the Chief Academic Officer (as the Superintendents' designee) as outlined in [Virginia Code §22.1-279.3:1](#). It does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the student may be permitted to return 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
- Long-term revocation of privileges
- Restitution
- Behavior Contract (*Developed with and signed by the student, parent/guardian, and school officials*)
- Schedule Change
- Referral to RISE program (*Secondary students only*)
- Community service (*Through Prevention Services*)
- Short-term(OSS) Out of School Suspension (*PreK-3rd: 1-3 days, 4th and 5th: 4-10 days, 6th-12th: 5-10 days*)
 - During the period of OSS **restrictions** are in place. The student is not permitted on school property or at school-sponsored activities. The student will be provided classwork and homework material so that the student may remain current with school instruction while enrolled in school. The parent/legal guardian shall be required to confer with the administrator prior to the student's reinstatement from OSS.
- Recommendation for a long-term suspension (*up to 45 days*)
- Referral for alternative setting

LEVEL 5 RESPONSES

Level 5 responses are reserved for the most serious behaviors, resulting in a report to the Chief Academic Officer (as the Superintendents' designee). The referral to the Chief Academic Officer may not automatically result in a school reassignment, alternative placement, long-term suspension or expulsion.

- Threat Assessment as indicated by the behavior
 - Referral to law enforcement, as required
 - Recommendation for a long-term suspension (*up to 45 days*)
 - Referral for alternative setting
 - Recommendation for expulsion
- In the case of a recommendation for long-term suspension or expulsion, the parent or guardian may appeal to the Chief Academic Officer in writing within five days of receiving notice from the principal. The Chief Academic Officer will arrange a time and place for a hearing to be held within ten school days of the date of notice from the Principal. The Principal and any witnesses deemed necessary should attend the hearing. The student and the parent/legal guardian shall also be required to attend the hearing. The Chief Academic Officer may uphold or modify the recommendation. Should the decision be made to uphold the recommendation, the parent or guardian has the right to appeal the decision to the School Board. Instruction will continue to that the student may remain current with academics.

BEHAVIORAL RESPONSES AND INTERVENTIONS DEFINED

DCPS uses a variety of behavioral interventions in order to work as a community to address inappropriate behavior, with a focus on teaching appropriate behavior, restoring harm and repairing relationships. The following behavioral interventions/responses may be used when responding to student behavior:

Parent/Legal Guardian Contact - Parent/legal guardian contact may be in the form of verbal communication (e.g., phone call) or written communication (e.g., letter or email).

Conference - A conference may be held in person or by virtual means and may include any combination of the following participants: student, parent/legal guardian, administrator, counselor and other school staff. After a first conference is held, additional conferences may be necessary in order to continue to provide support and guidance to the student.

Behavioral Contract - The contract is a written agreement between the student, parent/legal guardian and the school, listing requirements for improvement.

Referral to Support Staff - A referral to support staff may be made in order to gain targeted assistance to meet a student's specific behavioral needs. Support staff may include any of the following: school social worker, school counselor, school psychologist and other support staff (e.g., mentor).

Referral to Student Success Team (SST) - The student response team includes school staff and others who are able to closely examine a student's needs in order to make recommendations for improvement and develop a plan of support.

Referral to IEP Team - A student who receives Special Education services may be referred to his/her IEP team in order to determine what actions are needed to support the student. For more information on Special Education services, please visit [Exceptional Education](#) on the school division's website.

Functional Behavior Assessment (FBA) - The FBA examines the student's behavior and potential reasons for the behavior.

Behavioral Intervention Plan (BIP) - The BIP is a plan developed with information from the FBA. It is designed to put strategies in place to assist the student with changing inappropriate behavior.

Progress Monitoring - Methods to monitor and support a student's behavioral progress include strategies such as the check-in/check-out system and/or a behavior progress chart.

Seat or Schedule Change - A student's immediate environment may be altered in order to assist the student in behavioral success. This may include actions such as assigning a seat, changing the student's seat and/or changing the student's schedule.

Restorative Practices - Restorative practices may be used in order for a student to understand the impact of their actions on others and give the student an opportunity to repair the harm that was done and/or repair relationships. Examples of restorative practices are mediation, formal restorative conferences, restorative circles or groups, and restitution.

Referral to Outside Support Agency - A referral to an outside support agency may be made by the school in order to assist the parent/legal guardian with finding additional resources to assist their student. The cost for participation in

programs and/or services by agencies outside of the school division is the responsibility of the parent/legal guardian.

Referral to Threat Assessment Team - In circumstances involving a threat to students or staff, a school threat assessment team will meet to evaluate the seriousness of the threat in order to take appropriate action. Members of the team may include the school's administration, resource officer, psychologist and counselor.

ANOTHER CHANCE

In partnership with District 19 Community Services Board, Department of Children's Services, and Court Services; Dinwiddie County Public Schools provides an alternative to long-term suspension or expulsion for all first time offenders of drug or alcohol usage, weapons, and behavioral infractions. This program, "Another Chance", is an opportunity for students to meet the conditions of their individual contract by completing assigned work, attending intervention/prevention sessions for alcohol usage, drug usage, weapons or behavioral infractions and possibly returning to school the first day after completion of the first session. This alternative would increase our on-time graduation percentage and reduce the dropout rate. The reduced discipline time would depend on the completion of all assigned work and attendance at all six (6) sessions of counseling to include two (2) sessions with the parent.

WHERE: Eastside Enhancement Center
7301-B Boydton Plank Road North Dinwiddie, VA 23803
(804) 732-1100

DATE/TIME: Wednesdays
5:00 PM for Secondary Students
6:00 PM for Elementary Students

SESSIONS:

- District 19 provides six (6) sessions, which student must attend all.
- Parent must attend two (2) sessions, which are the student's third and last session.
- The student returns to school after the 1st session is completed by submitting an "Another Chance" program verification of attendance form.

CONSEQUENCE: One (1) unexcused absence from a session may result in a referral back to School Board to enforce appropriate discipline.

TRANSPORTATION: None Provided (Parent or student provides) Parents of elementary students MUST stay on the premises while the student is in their session.

CHESTERFIELD RECOVERY ACADEMY

This regional high school is designed specifically for students who are in early recovery from substance abuse disorders. At Chesterfield Recovery Academy, students will receive the academic, emotional and social supports necessary to complete their high school education and set a path toward continued success.

The academy anticipates serving up to 25 students throughout Region 1. To enroll, students must be substance free for 20 to 30 days.

Once enrolled, students may remain at Chesterfield Recovery Academy through graduation or they may return to their home school when they feel ready to do so through having met their personal and academic goals.

- Admission will continue on a rolling basis throughout the year as openings become available.
- Staff will include an administrative team, substance abuse and mental health counselors and teachers. The school is committed to providing a close-knit atmosphere of support and a foundation for success.
- The program will be located at the Career and Technical Center @ Hull (13900 Hull Street Road, Midlothian, VA 23112). It will serve all Region 1 school divisions, and transportation will be provided to any student who enrolls.

In addition to the support from Chesterfield County Public Schools, Chesterfield Recovery Academy will receive assistance from health agencies, local and state government programs, police and legal agencies to help students navigate through recovery while working toward their high school diploma.

ENCOMPASS LEARNING CENTER

The Dinwiddie Encompass Learning Center provides students with an opportunity to earn a standard diploma. Instruction in the program is presented in a blended model including individual self-paced study online learning with teacher facilitation, and direct support of content from licensed teachers. Students' educational progress towards graduation will continue to be monitored by their professional high school counselor. Students are also afforded the opportunity to participate in hands-on learning experiences such as gardening, Rowanty Technical Center, video production, and entrepreneurship. The learning center is located at the Historic Southside High School Education Center 12318 Boydton Plank Road Dinwiddie, VA 23841. Questions regarding admittance to the Academy should be directed to the Office of Academic Services (804) 469-4190.

PETERSBURG REGIONAL ALTERNATIVE PROGRAM

The Petersburg Regional Alternative Program (RAP) at BREC Academy serves students from the cities of Petersburg, Hopewell, Colonial Heights, counties of Dinwiddie, Prince George, and Sussex. Students identified for enrollment have been expelled or long term suspended from their regular school program for possession of drugs, weapons, assaultive behaviors, or other serious behaviors against their local school board policy. Additionally, students who have been in juvenile corrections may be referred to RAP by their local school board prior to consideration for re-enrollment in their regular school. The Regional Alternative Program has a capacity for 28 students, ages 12-18. The program is NOT designed, however, to accommodate students who require frequent physical restraints, seclusion or continuous individual attention.

It is the purpose of the Petersburg Regional Alternative Program is to provide successful academic and therapeutic experiences in order to promote self-worth and positive behaviors which will ensure successful transition back into the school, community, and/or the world of work. Students and parents each sign a contract upon enrolling in the program. Additionally, students must define and justify realistic goals which they hope to achieve through the program. They are consistently held accountable for their behavior and evaluation.

A "whole person" approach, which addresses behavioral, cognitive, emotional, physical, familial, and social functioning, is utilized to meet the individual developmental needs of each student. The program incorporates a dual curriculum composed of academic and psychosocial components. This curriculum covers academic instruction, experimental group activities, therapeutic counseling, special focus groups, individual vocational assessment as well as Education for Employment.

PREVENTION SERVICES

Prevention Services is provided through a partnership with various departments within Dinwiddie County. This program provides targeted assistance based on a student's area of need. This may include, but is not limited to, youth who are experiencing truancy issues, challenging behavior, mental health needs, or early childhood interventions. Services may be provided in schools, home, or community setting.

RISE

The RISE program is housed at Historic Southside High School and operates Monday-Thursday from 3-6PM. This program serves middle and high school students who are long-term suspended from their home school, are transitioning from an expulsion, are re-enrolling from a placement with the Department of Juvenile Justice, or students who are displaying repeated behaviors that do not align with the DCPS Code of Conduct expectations. Students receive instructional support from DCPS teachers while in the program.

MANDATORY EXPULSION

Any student committing any of the following offenses while on school property or at school-sponsored or related activities, shall, except for a first-time simple drug or alcohol possession or drug paraphernalia possession offense at the discretion of the Principal, will be automatically recommended by the Principal to the Superintendent for expulsion of at least one calendar year and, when appropriate, referred for criminal prosecution. Students may also be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the interest of the school or adversely affects the educational environment.

1. Arson or attempted arson
2. Assault and battery on an employee or student
3. Possession, use or sale of a firearm, pneumatic weapon or dangerous weapon
4. Extortion, attempted extortion, robbery, burglary, motor vehicle theft, and/or larceny
5. Sex Offenses: sexual battery, inappropriate sexual behavior, obscene phone calls, and sexual assault
6. Hazing: initiation of another student into a club, group, or any other organization through abuse and humiliation so as to cause bodily injury
7. Kidnapping or other serious criminal violations
8. Possession, use, distribution, sale, lighting or discharge of explosive devices
9. Homicide
10. Malicious wounding of an employee or student
11. And other good and just causes as determined by the Superintendent

DISCIPLINARY ACTION FOR CONDUCT NOT RELATED TO SCHOOL ACTIVITIES

The School Board requires a transition meeting with the parents/legal guardians of any student who was:

- charged with an offense relating to the Commonwealth's laws, or with a violation of School Board policies on weapons, alcohol or drugs, or intentional injury to another person;
- found guilty, adjudicated delinquent, or not innocent of a crime which resulted in or could have resulted in injury to others, or of a crime for which the disposition ordered by a court is required to be disclosed to the Superintendent; or
- expelled for certain drug offenses, convictions or adjudication of delinquency to attend an alternative education program, including, but not limited to, night school, adult education or any other educational program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

The School Board may impose this requirement regardless of where the crime occurred.

[Virginia Code §22.1-277.2:1](#), and Subsection G of [Virginia Code §16.1-260](#)

POLICIES AND PROCEDURES

DCPS POLICIES AND REGULATIONS:

<https://go.boarddocs.com/vsba/dinwiddie/Board.nsf/Public#>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

[The Family Educational Rights and Privacy Act \(FERPA\)](#) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/legal guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents/legal guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/legal guardians or eligible students to review the records. Schools may charge a fee for copies.
- Parents/legal guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/legal guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/legal guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent/legal guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Directory information is routine information that generally is not considered harmful to disclose. Consequently, this kind of information may be included in school publications and disclosed to outside organizations without the parent's prior written consent – unless the parent has opted out of such disclosure. For students currently enrolled in DCPS, the decision to opt out of the release of directory information applies only to the current school year and the decision to opt out of directory information must be sent in writing to the student's school office within 10 days of receiving this notification. If a student withdraws or graduates from DCPS, however, DCPS will continue to honor the last opt-out decision made while the student attended DCPS, unless DCPS is notified that the choice has been rescinded. The following are examples of directory information that are frequently made available to the general public (including the press):

- School yearbooks (photos)
- Honor rolls, awards, and scholarship lists
- Information to yearbook company to facilitate photos
- Officially recognized activities and sports (weight and height if needed as a member of an athletic team)
- Graduation, theater, athletic, and music programs
- Videos of performances, school activities, graduation, and athletic events
- Articles about school activities and athletic events
- Students' major field of study
- Pictures on division or school websites, promotional materials, annual reports, or other DCPS online or print documents

DCPS does not generally release student birth date, gender, primary/home language, addresses and phone numbers, attendance, weight, height, and other similar information to the press or the general public, even though it is directory information. Unless the parent (or student over 18) has opted out of such disclosures, DCPS will disclose some of these information items only to certain designated organizations. These may include PTAs, athletic booster clubs, state, and county agencies, and other organizations to assist in the provision of services in the best interest of the student. Please note that even if a parent has decided to opt out of the release of directory information to such agencies, DCPS may release this information to such agencies if the release is otherwise authorized by law.

Federal law requires DCPS to release the names, addresses and telephone numbers of secondary school students to military recruiters who request that information. Parents or the student (even if the student is not 18) may opt out of the release of this information. A parent or student decision to opt-out of this release of information remains in effect until it is rescinded.

SCHOOL JURISDICTION

The School Board will be responsible for maintaining good order and discipline of students while traveling to and from or attending school or school sponsored events.

The Superintendent is authorized to take appropriate action against students who are not in compliance with compulsory attendance laws and regulations.

The School Board may exercise jurisdiction over students for activities that happen off of school property, outside of school hours or days, and/or through online or social media when such activity disrupts or has the potential to disrupt the educational environment and the operation of school services.

Students are under the jurisdiction of the rules and regulations governing school activities while:

- in transit to and from school as a pedestrian;
- in transit to, from, or at the bus stop
- while riding on a school bus, in a School Division vehicle, or a vehicle being used for school activities;
- while using School Division equipment, computers, School Division provided online resources or networks;
- while outside of school hours or school days if school administrators determine that the student's conduct causes or has the potential to cause substantial and material disruption to the educational environment or the operation of the school or School Division;
- when a student is the subject of investigation, arrest, petition for review, probation and sentencing for criminal conduct unrelated to school matters;
- when public attention or scrutiny of the student causes or has the potential to cause substantial and material disruption to the educational environment; and
- when school authorities determine that there are unique circumstances that justify the need to take action against the student.

DUE PROCESS

With the requirements of fair and equitable treatment of all students and within the guidelines of applicable case law, and federal and state law and regulation, the following shall constitute the minimum due process procedures to be followed in the detention, suspension and expulsion of students.

1. The student, and parent(s)/legal guardian(s) of minor students shall be given written notice of the charges.
2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present his/her version of what occurred.
3. The student and parent(s)/legal guardian(s) of minor students shall be informed of the conditions of the disciplinary action.
4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion,
 - a. The hearing officer, the discipline committee members, or the School Board members should not be persons with the direct involvement in the incident or the recommended discipline and should not have a personal or professional relationship with the student, the student's family, or the student's attorney.
 - b. The hearing officer, discipline committee members, or the School Board members reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.

- c. If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.
5. The adult student or the parent/legal guardian of a minor student may appeal the decision.

Note: The parent/legal guardian/adult student will be notified about the existence of community-based educational, training, and intervention programs. The cost for participation in programs not offered by the school division is borne by the parent/legal guardian of the student.

STUDENT SEARCHES

A student's individual right to privacy and freedom from unreasonable search and seizure is balanced against the school's responsibility to protect the health, safety and welfare of all persons within the school community. Designated school officials may search any student and their property (including privately owned electronic devices) and/or an impairment assessment completed when there is reasonable suspicion that a law or school rule has been or is about to be broken, or there is reasonable basis to believe that the student possesses an item which violates local, state or federal law, school board policies or division regulations, or which may be harmful to the school or its students and staff. Any illegal materials discovered by school administrators will be seized and turned over to appropriate law personnel.

Metal detectors and other types of surveillance equipment may be used in the schools and at school activities for both random searches and where reasonable suspicion to search is present. Police dogs may be used on school property to detect the presences of weapons, drugs, and/or other contraband. Depending on the infraction, appropriate legal charges can be pressed against a student. [Virginia Code §16.1-269.1](#) 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.

For more information about student searches, see [School Board Policy JFG](#) and [School Board Regulation JFG-R](#).

QUESTIONING OF STUDENTS

School staff may question or interview minor students regarding violations of the *Code of Student Conduct* and criminal matters without the consent or presence of parents/legal guardians.

DISABILITIES

[School Board Policy JGDA](#)

Overview

A Free Appropriate Public Education (FAPE) must be made available to all children with disabilities aged three to twenty-one residing within its district's boundaries who have not received a high school diploma, including children with disabilities who have been suspended or expelled for more than ten school days in a school year. Students with disabilities are entitled to all the same due process protections as students who do not have disabilities and have additional protections under federal law, Individuals with Disabilities Education Act (IDEA), and Americans with

Disabilities Act (ADA), and state law, Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Students with disabilities who are long-term suspended or expelled are entitled to an expedited decision from a due process hearing challenging the disciplinary action.

Considerations

It is important to consider the Virginia Department of Education (VDOE) Guidance regarding discipline of students with disabilities that aligns with federal and state regulations:

- All children, including children with disabilities, deserve safe, well-disciplined schools and orderly learning environments;
- Teachers and school administrators should have the tools they need to assist them in preventing misconduct and discipline problems and to address these problems, if they arise;
- There must be a balanced approach to the issue of discipline of children with disabilities that reflects the need for orderly and safe schools and the need to protect the rights of children with disabilities to a free appropriate public education;
- Appropriately developed Individualized Education Programs (IEPs) with well-developed behavior intervention strategies decrease school discipline problems. This also applies to students eligible under Section 504; and
- School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who violates a *Code of Student Conduct*.

Prior to administering disciplinary action that would result in a change in placement (disciplinary removal for more than ten days), particularly if the student had more than one disciplinary referral during the school year, the school administrator should:

- Contact the Special Education Coordinator/Section 504 instructional specialist;
- Review eligibility documents regarding effect of the disability;
- Review the IEP/Section 504 Plan for behavioral supports and implementation;
- Identify if the team met to review student's instructional needs;
- Determine if the team considered and proposed a Functional Behavior Assessment (FBA) and/or Behavioral Intervention Plan (BIP) and/or revision; and
- Determine if there is a need for a referral to the Special Education Committee (SEC)/ Section 504 reevaluation team to consider the possible need for updated assessments.

Building administrators should consider options to continue to provide IEP/Section 504 accommodations, supports, and services so that students have access to their educational programming during removals from the classroom. Benefits to providing educational programming in these instances ensure that students do not fall behind in coursework and offer the opportunity for students to acquire skills necessary to modify behavior upon return to school.

Removals

In most cases, students with disabilities cannot be removed for more than ten school days during a school year for disciplinary purposes. If a student is removed for more than ten school days due to a disciplinary infraction, it is considered a long-term removal or change in placement, and a Manifestation Determination Review (MDR) must be conducted.

A short-term removal is for a period of time of up to ten consecutive school days or for ten cumulative school days in a school year and does not constitute a pattern or change of placement.

A long-term removal (change in placement) is for more than ten consecutive days, or if there has been a series of short-term suspensions totaling more than ten days that form a pattern of behavior:

- a. Because the removals cumulate to more than ten school days in a school year;
- b. Because the child's behavior is substantially similar to the child's behavior in previous incidents that results in a series of removals; and
- c. Because of such additional factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Section 504

For questions regarding discipline of students eligible under Section 504, contact the Section 504 instructional specialist assigned to the school or contact the Office of Exceptional Education at (804) 469-4190.

IDEA

For questions regarding discipline of students eligible under IDEA, contact the Special Education Coordinator assigned to the school or contact the Office of Programs for Exceptional Children at (804) 469-4190.

SUSPENSION APPEAL PROCEDURES

In-school Disciplinary Actions

Should a parent/legal guardian disagree with an in-school disciplinary action of the school (e.g., detention, In-School Suspension), the parent/legal guardian may appeal the school's decision using the following guidelines:

1. The parent/legal guardian must submit a written appeal to the Principal. The Principal should receive the appeal within three (3) school days of the parent/legal guardian receiving notification of the discipline decision.
2. The Principal will meet with the student or the parent/legal guardian of a minor student and respond within five (5) school days of the receipt of the appeal.

Note: The Principal may assign a designee to meet with a student or the parent/legal guardian of a minor student and to respond in writing within five (5) days of the receipt of the appeal if the Principal will be absent during the five (5) day appeal period.

3. The decision of the Principal is final.

Out-of-School Suspension (OSS) Ten Days or Fewer

Should a parent/legal guardian disagree with an out-of-school disciplinary action of ten days or fewer, the parent/legal guardian may appeal the school's decision using the following guidelines:

First Level – Appeal to the School Principal

1. The parent/legal guardian must submit a written appeal to the Principal. The Principal should receive the appeal within three (3) school days of the parent/legal guardian receiving notification of the discipline decision.
2. The Principal will meet with the student or the parent/legal guardian of a minor student and respond within five (5) school days of the receipt of the appeal.
3. Note: The Principal may assign a designee to meet with a student or the parent/legal guardian of a minor student and to respond in writing within five (5) days of the receipt of the appeal if the Principal will be absent during the five (5) day appeal period.
4. If the parent/legal guardian disagrees with the Principal's decision, the parent/legal guardian may follow the steps under the second level appeal (below).

Second Level – Appeal to the Chief Academic Officer

1. The parent/legal guardian must submit a written appeal to the Chief Academic Officer. The Office of Academic Services should receive the appeal within three (3) school days of the parent/legal guardian receiving notification of the Principal's decision.
2. The Chief Academic Officer will investigate the matter and respond within five (5) school days of the receipt of the appeal.
3. Acting as the Superintendent's designee, the decision of the Chief Academic Officer is final.

Long-term Suspensions (more than ten days)

The parent/legal guardian may appeal the decision as follows:

Such requests to appeal must be filed in writing by the parent/legal guardian with the Chief Academic Officer, within five (5) school days of receipt of the decision, or the right to appeal is waived.

1. The appeal must be in writing and must be filed by the parent/ legal guardian with the Chief Academic Officer within five (5) school days of receipt of the decision or the right to appeal is waived.
2. Students remain subject to compulsory attendance laws while on suspension. If the student fails to enroll in an education program offered by DCPS during the suspension, the student and/or parent/legal guardian is responsible for otherwise complying with the compulsory attendance laws and may be subject to referral to the court system for failure to comply. Students with disabilities should consult the Office of Programs for Exceptional Children or with the division's Section 504 Coordinator, whoever is applicable, for educational service options.

Expulsions

Following the Superintendent's or his/her designee's recommendation for expulsion, a hearing will be held by the School Board to confirm or disapprove the expulsion.

The School Board will consider the appeal within thirty (30) calendar days. Students remain subject to compulsory attendance laws while on suspension. If the student fails to enroll in an education program offered by DCPS during the suspension, the student and/or parent/legal guardian is responsible for otherwise complying with the compulsory attendance laws and may be subject to referral to the court system for failure to comply. Students with disabilities should consult the Office of Programs for Exceptional Children or with the division's Section 504 Coordinator, whoever is applicable, for educational service options. Students who are expelled from DCPS remain subject to compulsory attendance laws.

Reinstatement

The School Board will require students who have been expelled to provide a written request for readmission to school after one calendar year from the date of expulsion. Such a request should be accompanied by evidence that the student has corrected inappropriate behaviors and has established acceptable patterns of conduct.

RESOURCES

[Dinwiddie County Public Schools Resource Guide](#)

[DCPS Academic Calendar 2024-2025](#)

Dinwiddie County Public Schools' Leadership

Kari Weston, Ed.D., *Superintendent*
kweston@dcpsnet.org

Amanda Clay, Ed.D., *Chief Academic Officer*
aclay@dcpsnet.org

Christie Fleming *Chief Finance Officer*
cfleming@dcpsnet.org

Emily Branch, *Chief Human Resources Officer*
ebbranch@dcpsnet.org

Jeff Walters., *Chief Operations Officer*
jewalters@dcpsnet.org

Dinwiddie Elementary School
LeighAnn Adams, Principal
ladams@dcpsnet.org

Dinwiddie High School
Robbie Garnes, Principal
rgarnes@dcpsnet.org

Dinwiddie Middle School
Dr. Torrie Walker, Principal
twalker@dcpsnet.org

Midway Elementary School
Randy Johnson, Principal
rjohnson@dcpsnet.org

Sunnyside Elementary School
Danielle Hawkins, Principal
dahawkins@dcpsnet.org

Southside Elementary School
Sheri Culbreath, Principal
sculbreath@dcpsnet.org

Sutherland Elementary School
Dr. Brandi Walker, Principal
brwalker@dcpsnet.org

Notice of Non-Discrimination Policy

Dinwiddie County Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, [Policies](#) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the DCPS Office of Academic Services, 14016 Boydton Plank Road, Dinwiddie VA 23841, (804) 469-4190 aclay@dcpsnet.org (student complaints) or the DCPS Department of Human Resources, 14016 Boydton Plank Road, Dinwiddie, VA 23841 (804) 469-4190 ebranch@dcpsnet.org (employee complaints).

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write to NaTonya Robinson-Williams, Coordinator of Communication and Media Relations, Dinwiddie County Public Schools, 14016 Boydton Plank Road, Dinwiddie, VA 23841 (804) 469-4190.

<https://www.dinwiddie.k12.va.us/>

July 2024

Receipt of Code of Conduct

Student's Name: _____ School: _____

Receipt of Code of Student Conduct

As required by Section 22.1-279.3 of the *Code of Virginia*, Dinwiddie County Public Schools (DCPS) provides this Code of Conduct for the purpose of distribution to parents and students the Dinwiddie County School Board's standards of student conduct and Virginia's compulsory school attendance law. State law also requires that each parent of a public school student sign and return a statement acknowledging receipt of the School Board's standards of student conduct and the compulsory school attendance law.

Please sign the statement below to acknowledge you have read the Code of Student Conduct, Virginia's compulsory school attendance law and all other information contained in the Code of Conduct and return this page to your child's school. By signing this statement, parents recognize their responsibility to assist the school in enforcing standards of conduct and attendance but do not waive their rights protected by the constitution or laws of the United States or the Commonwealth of Virginia. Parents have the right to express disagreement with a school's or the school division's policies or decisions.

Signature of Student

Signature of Parent/Guardian

Date

The Code of Student Conduct can be found online at <https://www.dinwiddie.k12.va.us/students/code-of-student-conduct/>. Contact your student's school if you wish to receive a hard copy of the Code of Student Conduct.

Directory and Other Information

In accordance with state and federal law on the release of student records, no personal or confidential information concerning a student will be released without written consent of the parent or guardian. Certain types of information about students are considered *directory information*, however, and these can be disclosed by the school division or the student's school. Parents/guardians must submit a written non-disclosure request to the student's school to restrict disclosure of the information that is considered directory information. This non-disclosure request must be received by the student's school administration no later than ten (10) school days from the date on which the parent/guardian receives this notice regarding directory information.

Directory Information may include the following information:

- Awards and honors or degrees received by a student;
- Yearbook photographs of the student;
- Participation in officially recognized activities and sports;
- Name, gender, date and place of birth, and dates of attendance;
- Height and weight if he or she is a member of an athletic team;
- Student's name and honors received to members of the Virginia General Assembly (for the purposes of congratulatory communication only);
- Yearbooks, class pictures, playbills or programs for shows, plays, concerts, graduations or similar school created publications or advertisements;
- Photograph or digital images, or other reproductions of physical likeness in connection with publications (e.g., newsletters, websites, brochures), videotapes, news releases, or television broadcasts of DCPS related to sporting, extracurricular, or school events; and
- Other similar information.

In addition, the law requires school divisions to provide professional schools or institutions of higher learning, or military recruiters with names, addresses and telephone listing – unless parents/guardians have advised the school division that they do not want their student's information disclosed.

Also, PTOs/PTAs, yearbook company, athletic booster clubs, state, and county agencies, health screening company, online payment service, and other organizations or companies which assist in the provision of services for students may require student names, addresses, home numbers, or email addresses. Please note that even if a parent or authorized student has decided to opt out of the release of directory information to such agencies, DCPS may release this information if the release is otherwise authorized by law.

- ☐ Yes, Dinwiddie County Public Schools may disclose information to such companies or entities as mentioned above, at the discretion of the Superintendent or the superintendent designee, taking into account the highest consideration of student confidentiality prior to any release.
- ☐ No, I do not want the information mentioned above shared with any company and realize in doing so my student may be excluded in some lists, mailings, notifications, or other information.

Note: According to Section 99.36 of the Family Educational Rights and Privacy Act (FERPA) regulations, educational agencies and institutions may disclose information from educational records to appropriate parties, including parents, whose

knowledge of the information is necessary to protect the health or safety of a student or another individual if there is a significant and articulable threat to the health or safety of a student or other individual, considering the totality of the circumstances.

Complete, sign and date the form on the lines below and return it to the child's school within ten (10) school days from the date on which you received this notice.

Signature of Student (if over 18) or Signature of Parent/Guardian

Date