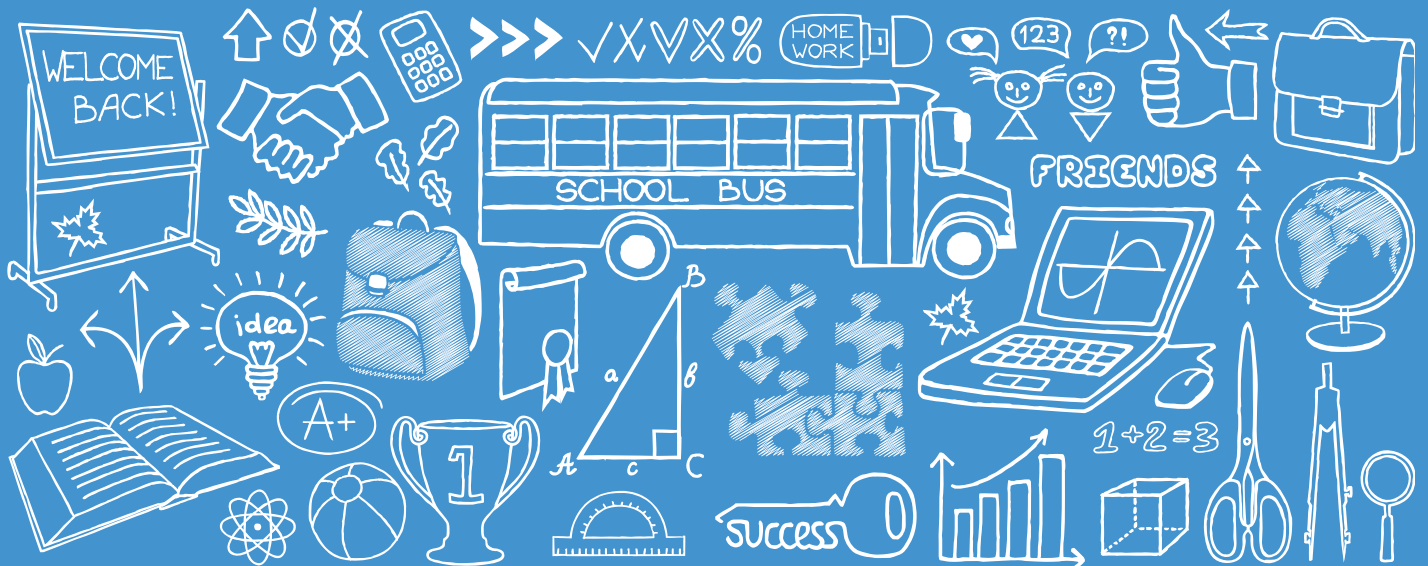


# Code of Student Conduct Rights and Responsibilities Handbook

**Learners • Community • Challenge • Growth**

# 2023-2024 Calendar



**www.accomack.k12.va.us**

23296 Courthouse Avenue • Accomac, Virginia 23301

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Dear Accomack County Public Schools Families:

I am thrilled to welcome you to the start of another exciting academic year at Accomack County Public Schools. I have worked in Accomack County Public Schools for 34 years and I can attest to the quality educational opportunities that are provided to our students at all levels. As the superintendent, I am committed to fostering an environment that inspires learning, encourages innovation, and supports students, as they become productive members of our society. It is my honor to lead this outstanding community of learners and to ensure that every student can receive an excellent education. I want to extend a special welcome to our new students and families. You are joining a vivacious and supportive learning community that values diversity, inclusivity, and academic excellence.

During the 2022-2023 school year, our students achieved exceptional success in various academic and sports competitions. Our dedicated teachers and staff provided guidance and support, ensuring our students' growth and success. I am excited to witness what they will accomplish in the ensuing year.

Providing a safe learning environment for all students is a priority for the 2023-2024 school year. Our school safety plans have been updated and new metal detectors have been installed in all schools, including our elementary schools. An Electronic Visitor Management System will also be implemented at each school. This system checks all visitors, volunteers, contractors, etc. against a registered database and local school list. It produces a valid visitor badge to be worn at all times and monitors all visitors inside the buildings.

Research indicates that students who attend school on a regular basis are more likely to succeed academically. Since truancy has become a national issue, our Truancy Teams at each school will continue to monitor attendance, communicate with parents, and encourage students to attend school daily.

Open communication and collaboration is necessary for student success. As we become partners in education, we encourage you to actively participate in your child's education and maintain strong partnerships with teachers and staff. I urge you to attend parent-teacher conferences, engage in school activities, and join any parent organizations at your child's school. Together, we can create a supportive network that will enrich the educational experience for our students.

I look forward to working alongside each of you. We are fortunate to have exceptional teachers and a dedicated staff. Together, we can make a lasting impact on the lives of our students while building a strong community.

Regards,

Dr. Rhonda A. Hall  
Superintendent

A copy of the policy manual is available at the Eastern Shore Public Library  
Also, the policy manual is on the school division website at [www.accomack.k12.va.us](http://www.accomack.k12.va.us)

## **MISSION STATEMENT**

The Accomack County Public School Division will provide a safe, engaging, student-centered environment where all learners are challenged, encouraged, and supported to maximize growth and be prepared for further education, citizenship, and work.

## **SCHOOL BOARD VISION**

Accomack County Public Schools will be a community of diverse learners where all members are valued, challenged, and expected to grow.

## **SCHOOL BOARD VALUES**

Learners – Community – Challenge – Growth

## **SCHOOL BOARD GOALS**

1. Ensure students graduate with the knowledge and skills to be successful in further education and the workforce.
2. Close gaps in achievement.
3. Recruit, develop, retain high quality teachers, administrators, and support staff.
4. Institute a continuous improvement process to ensure effectiveness and competitive performance.
5. Establish efficient, transparent systems for the allocation and alignment of resources to support the division's vision, mission, and goals.

## **NONDISCRIMINATION POLICY**

Accomack County Public Schools does not discriminate in employment or any of its educational programs and activities against qualified individuals with disabilities, nor on the basis of age, gender, race, color, religion, or national origin.



# **DIRECTORY OF SCHOOLS**

School	Principal Assistant Principal(s)	Phone Fax	Web Address
<b>ACCAWMACKE ELEMENTARY SCHOOL</b> PO Box 389 26230 Drummondtown Rd. Accomack, VA 23301	<b>Mr. Javan Thompson</b> Mrs. Carol Wheeler	<b>757-787-8013</b> 757-787-8032	<a href="http://www.aes.accomack.k12.va.us/public/">http://www.aes.accomack.k12.va.us/public/</a>
<b>ARCADIA HIGH SCHOOL</b> PO Box 69 8210 Lankford Hwy. Oak Hall, VA 23416	<b>Mr. Shaun O'Shea</b> Mrs. Adrienne Schmidt Mr. David Sabatino	<b>757-824-5613</b> 757-824-0767	<a href="http://www.ahs.accomack.k12.va.us/public/">http://www.ahs.accomack.k12.va.us/public/</a>
<b>ARCADIA MIDDLE SCHOOL</b> 29485 Horsey Rd. Oak Hall, VA 23416	<b>Ms. Wandnetta McCray</b> Mrs. Chelsea Sharp	<b>757-824-4862</b> 757-824-6618	<a href="http://www.ams.accomack.k12.va.us/public/">http://www.ams.accomack.k12.va.us/public/</a>
<b>CHINCOTEAGUE ELEMENTARY SCHOOL</b> 6078 Hallie Whealton Smith Dr. Chincoteague, VA 23336	<b>Mrs. Diane King</b>	<b>757-336-5545</b> 757-336-5586	<a href="http://www.ces.accomack.k12.va.us/public/">http://www.ces.accomack.k12.va.us/public/</a>
<b>CHINCOTEAGUE HIGH SCHOOL</b> 4586 Main St. Chincoteague, VA 23336	<b>Mr. John Killmon</b> Ms. Monica Dickerson	<b>757-336-6166</b> 757-336-1902	<a href="http://www.chs.accomack.k12.va.us/public/">http://www.chs.accomack.k12.va.us/public/</a>
<b>KEGOTANK ELEMENTARY SCHOOL</b> PO Box 28 13300 Lankford Hwy. Mapsville, VA 23407	<b>Ms. Phyllis Smith</b> Mrs. Colleen Kean	<b>757-824-4756</b> 757-824-4601	<a href="http://www.kes.accomack.k12.va.us/public/">http://www.kes.accomack.k12.va.us/public/</a>
<b>METOMPKIN ELEMENTARY SCHOOL</b> 24501 Parksley Rd. Parksley, VA 23421	<b>Ms. Michelle Buell</b> Dr. Dana Madison	<b>757-665-1299</b> 757-665-5283	<a href="http://www.mes.accomack.k12.va.us/public/">http://www.mes.accomack.k12.va.us/public/</a>
<b>NANDUA HIGH SCHOOL</b> 26350 Lankford Hwy. Onley, VA 23418	<b>Mr. Deon Garner</b> Ms. Kimberly Giddens Mr. Chad McGregor	<b>757-787-4514</b> 757-787-2194	<a href="http://www.nhs.accomack.k12.va.us/public/">http://www.nhs.accomack.k12.va.us/public/</a>
<b>NANDUA MIDDLE SCHOOL</b> 20330 Warrior Dr. Onley, VA 23418	<b>Mrs. SuCora Owens</b> Mr. Trey Haynie	<b>757-787-7037</b> 757-787-8807	<a href="http://www.nms.accomack.k12.va.us/public/">http://www.nms.accomack.k12.va.us/public/</a>
<b>PUNGOTEAGUE ELEMENTARY SCHOOL</b> 28480 Bobtown Rd. Melfa, VA 23410	<b>Dr. Brian Patterson</b> Mrs. Alicia Payne	<b>757-787-4032</b> 757-787-1838	<a href="http://www.pes.accomack.k12.va.us/public/">http://www.pes.accomack.k12.va.us/public/</a>
<b>TANGIER COMBINED SCHOOL</b> PO Box 245 4375 School Rd. Tangier, VA 23440	<b>Dr. Marge Rosati</b>	<b>757-891-2234</b> 757-831-2572	<a href="http://www.tcs.accomack.k12.va.us/public/">http://www.tcs.accomack.k12.va.us/public/</a>

## SCHOOL BOARD MEETING DATES AND TIMES

The Accomack County School Board is composed of nine citizens who are elected for a four-year term. Policies set by the School Board are administered by the Superintendent of Schools, who serves as the chief executive officer of the School Board.

The School Board meets regularly each month as scheduled at 6:00 p.m. Special sessions are held as needed. Accomack County citizens are encouraged to attend Board meetings and may address the Board at regular sessions during "Public Comment." Individuals may also request a specific time be designated on the formal agenda to address the School Board on a special topic. The requests should be made to the Superintendent of Schools.

WORK SESSIONS		
Date	Time	Location
August 1, 2023	6:00	MES
September 5, 2023	6:00	MES
October 3, 2023	6:00	MES
<b>*November 14, 2023</b>	<b>6:00</b>	<b>MES</b>
December 5, 2023	6:00	MES
January 2, 2024	6:00	MES
February 6, 2024	6:00	MES
March 5, 2024	6:00	MES
April 2, 2024	6:00	MES
May 7, 2024	6:00	MES
June 4, 2024	6:00	MES

REGULAR SESSIONS		
Date	Time	Location
July 18, 2023	6:00	*MES
August 15, 2023	6:00	MES
September 19, 2023	6:00	MES
October 17, 2023	6:00	MES
<b>*November 21, 2023</b>	<b>6:00</b>	<b>MES</b>
December 19, 2023	6:00	MES
January 16, 2024	6:00	MES
February 20, 2024	6:00	MES
March 19, 2024	6:00	MES
April 16, 2024	6:00	MES
May 21, 2024	6:00	MES
June 18, 2024	6:00	MES

Metompkin Elementary School

**\* Back-to-Back meeting.**

## SCHOOL BOARD MEMBERS

Election District 1  
Mr. Jesse Speidel

Election District 2  
Mr. Edward Taylor

Election District 3  
Dr. Lisa Johnson

Election District 4  
Mr. Gary Reese

Election District 5  
Ms. Camesha Handy

Election District 6  
Mr. Paul Bull

Election District 7  
Mrs. Janet Turner

Election District 8  
Dr. Ronnie Holden

Election District 9  
Mr. Malcom White

## **ADMINISTRATIVE STAFF**

Dr. Rhonda Hall	Division Superintendent
Ms. Beth Onley	Chief of Operations
Mrs. Karen Taylor	Executive Director of Secondary Schools/Federal & State Grants
Mrs. Katie Farrell	Executive Director of Elementary Schools/Federal & State Grants
TBD	Director of Human Resources & Staffing
Mrs. Jennifer Annis	Director of Special Education
Mr. Robert Bennett	Director of Operations & Management
Ms. Kimberly Ferguson	Coordinator of Assessment and Accountability
Ms. Della Jordan	Coordinator of Student Services
Mrs. Bekki Haynie	School Social Worker
Mrs. Teresa Ibarra	Coordinator of EL/Migrant & TAG Instruction
Mrs. Julie Evans	Lead Division Teacher Mentor/Coach
Mr. Jack Bowden	Technology Coordinator
Ms. Tonya Martin	School Health Coordinator
Mr. Paul Brabazon	Transportation Supervisor
Mr. Brandyn Burkholder	Food Services Supervisor
Mr. Paul Bloxom	Facilities & Maintenance Supervisor
Mr. Keith Godwin	Custodial Supervisor



## CALENDAR (2023-2024)

<p style="text-align: center;"><b>AUGUST</b></p> <p>01-School Board Meeting(Work Session)(MES)  15-School Board Meeting(Regular Session)(MES)  23-All Teachers Report to School  24-Opening Day for All Teachers  25-31-Staff Development Days  30-Open House (Parents/Employees)  31-Open House (Parents)</p>	<p style="text-align: center;"><b>MARCH</b></p> <p>01-Interim Reports Issued  05-School Board Meeting(Work Session)(MES)  13-Teacher Work Day (2-Hour Early Dismissal)  15-Elementary-All County Chorus Concert (NHS)  19-School Board Meeting(Regular Session)(MES)  25-29-Spring Vacation (Schools Closed)</p>
<p style="text-align: center;"><b>SEPTEMBER</b></p> <p>01-Teacher Work Day  04-Schools Closed-(Labor Day Holiday)  05-School Board Meeting(Work Session)(MES)  05-Schools Open – First Day for Students- Begin First Nine Weeks  09-Parent University (MES)  19-School Board Meeting(Regular Session)  19-Duncan Farms- Division Wide 3<sup>rd</sup> Grade Accomack Ext. Office &amp; Farm Bureau Field Trip (All Elementary Schools)  27-Teacher Work Day (Two-Hr. Early Out)</p>	<p style="text-align: center;"><b>APRIL</b></p> <p>01-Spring Vacation (Schools Closed)  02-School Board Meeting(Work Session)(MES)  10-End of the Third Nine Weeks  11-Begin of Fourth Nine Weeks  16-School Board Meeting(Regular Session)(MES)  17-Teacher Work Day (Two-Hr. Early Out)  17-Report Cards Issued  26-AHS Prom  27-TCS Prom</p>
<p style="text-align: center;"><b>OCTOBER</b></p> <p>03-School Board Meeting(Work Session)(MES)  05-Interim Reports Issued  13-Secondary Special Olympics  17-School Board Meeting(Regular Session)  18-Teacher Work Day (Two-Hr. Early Out)</p>	<p style="text-align: center;"><b>MAY</b></p> <p>07-School Board Meeting(Work Session)(MES)  08-Teacher Work Day (Two-Hr. Early Out)  10-CHS Prom  13-Interim Reports Issued  14-CHS Athletic Banquet  15-CHS Senior Banquet  18-NHS Prom  20-CES-Kindergarten Graduation  21-School Board Meeting(Regular Session)(MES)  22-AHS Senior Banquet  22-PES-Kindergarten Graduation  23-AES-Kindergarten Graduation  24-MES-Kindergarten Graduation  27-Memorial Day Holiday (Schools Closed)  28-KES-Kindergarten Graduation  29-Dare Day-All 5<sup>th</sup> graders-NHS-Rain Date May 31<sup>st</sup>  29-CES 5<sup>th</sup> Graduation  29-NHS Senior Banquet  30-PES 5<sup>th</sup> Graduation  30-TCS Senior Banquet  31-MES 5<sup>th</sup> Graduation</p>
<p style="text-align: center;"><b>NOVEMBER</b></p> <p>06-End of First Nine Weeks  07-Teacher Work Day (School Closed)  08-Begin of Second Nine Weeks  13-Report Cards Issued  14-School Board Meeting(Work Session)(MES)  18-Community Resource Fair  21-School Board Meeting(Regular Session)(MES)  21-Two Hr. Early (Thanksgiving Vacation)  22-24-Schools Closed -(Thanksgiving Vacation)</p>	
<p style="text-align: center;"><b>DECEMBER</b></p> <p>05-School Board Meeting(Work Session)(MES)  06-Teacher Work Day (Two-Hr. Early Out)  13-Interim Reports Issued  19-School Board Meeting(Regular Session)(MES)  20-Two Hr. Early Out (Winter Vacation)  21-29-Schools Closed – Winter Vacation</p>	
<p style="text-align: center;"><b>JANUARY</b></p> <p>02-Schools Reopen  02-School Board Meeting(Work Session)(MES)  11-Teacher Work Day (Two-Hr. Early Out)  15-Schools Closed-(Martin Luther King, Jr.'s Birthday)  16-School Board Meeting(Regular Session)(MES)  25-End of Second Nine Weeks and First Semester  26-Teacher Work Day (School Closed)  29-Staff Development Day (School Closed)  30-Begin Third Nine Weeks and Second Semester</p>	<p style="text-align: center;"><b>JUNE</b></p> <p>03-AES 5<sup>th</sup> Graduation  04-School Board Meeting(Work Session)(MES)  05-AHS-Elementary Fitness Meet – Rain Date June 7<sup>th</sup>  05-KES 5<sup>th</sup> Graduation  06-TCS-Graduation  07-CHS-Graduation  10-AHS-Graduation  11-NHS-Graduation  13-AMS &amp; NMS 8th Grade Promotion Ceremony  13-End of Fourth Nine Weeks, Second Semester and Last Day of School  14-Teacher Work Day  17-Retirement Banquet  18-School Board Meeting(Regular Session)(MES)  20-Report Cards Mailed</p>
<p style="text-align: center;"><b>FEBRUARY</b></p> <p>01-Report Cards Issued  06-School Board Meeting(Work Session)(MES)  19-Schools Closed – (Presidents' Day)  20-School Board Meeting(Regular Session)(MES)  21-Teacher Work Day (Two-Hr. Early Out)</p>	
<p style="text-align: center;"><b>EXAM DATES (No Early Outs)</b></p> <p>Jan. 24 &amp; 25** – First Semester Exams  May 31 &amp; June 03** – Second Semester Senior Exams  June 12 &amp; 13** – Second Semester Middle &amp; High School Exams</p> <p>**The exam dates are subject to change due to inclement weather.</p>	

**NOTE:** Calendar includes 180 instructional days. No inclement weather days are included in this calendar. The VDOE requirement is 180 days or 990 hours of instruction per school year. The calendar will be adjusted based on the number of inclement weather days used.



## **INCLEMENT WEATHER CLOSINGS**

Occasionally it becomes necessary to adjust school opening and closing times or close school entirely because of unsafe weather conditions. In view of the number of people affected, Accomack school administrators have developed consistent procedures for decision-making and notification. Throughout the year, school officials stay in close contact with the Virginia State Police and the Accomack County Sheriff's Department to keep abreast of potentially dangerous weather conditions.

Parents and students should monitor radio and television stations and social media sites whenever weather conditions threaten. The following stations are regularly notified:

### Radio

- WVES (99.3 FM)
- WESR (103.3 FM)
- WCTG (96.5 FM)

### Television

- Channel 3/Cable 3 (WTKR)
- Channel 10/Cable 10 (WAVY)
- Channel 13/Cable 13 (WVEC)
- Channel 16/Cable 6 (WBOC)

### Social Media

- Face Book
- Twitter

With closings involving ice, snow, or fog, school officials will strive toward public notification by 6:30 a.m. unless rapidly changing conditions prevent a decision by that time. The administration realizes the numerous problems for parents when a change in routine occurs and every attempt is made to provide sufficient time for the necessary changes in family schedule.

## **INSTANT MESSAGING SERVICE**

Accomack County Public Schools has contracted a voice message service to deliver pre-recorded warning messages to all parents and staff members. The messages notify parents of emergencies, late openings, early dismissals, and school closings. When such an event occurs, you will receive a phone call from the School Board Office. The number on your caller ID will be (757) 787-5754. From this number, you will be notified of the alert. All staff and students are provided this service free of charge. **Please contact your child's school if you are not receiving these calls.**

## **Enrollment**

The Accomack County School Board welcomes all students new to the area and looks forward to serving the educational needs of each. Staff members believe that a close partnership between parents and educators will provide for the most productive education.

### **Enrolling New Students**

To help their children experience a smooth transition, parents or legal guardians of new students should schedule an appointment with the school as soon as possible to register for the coming session. The School Board Office can provide clarification on the proper attendance zone and appropriate building. This process must be completed if you are changing from a school in one attendance zone to a school in another attendance zone. An electronic version of the Student Registration Form and/or Physical Form is located on the ACPS website.

The following items will be necessary to register at the school:

- **Birth Certificate**

If the birth certificate is not available, other age documentation which is acceptable to the Division Superintendent may be substituted (example - an affidavit proving age). If your child was born in Virginia a birth certificate is available at the DMV.

- **Proof of Residency**

Three or more valid proofs of your 911 address. Proofs can include, but are not limited to: utility bills, deed/mortgage papers for address, lease agreement, vehicle registration, homeowner's insurance, or renter's insurance.

- **Recent Report Card or Grade Transcript**

These are necessary to determine proper placement. At registration, parents must sign release forms that will be sent to previously attended schools for official transcripts.

- **Shot Record and Health Information**

School officials can provide all necessary information and forms pertaining to immunization. In addition, a school entrance physical will is required in order for a child to attend school. Forms are available at registration.

- **Original Social Security Card**

The student must obtain a social security number within 90 days of admission unless a waiver is granted pursuant to Society Security Administration guidelines.

- **Description of Home Location**

To determine bus assignments and pick-up and delivery times, parents should be able to accurately describe the exact location of the household and give the 911 address.

### **Kindergarten Registration**

Children who turn five years of age on or before September 30 of the upcoming school year are eligible to enroll in Kindergarten. Two Kindergarten registrations are held at each of the elementary schools. These events take place during the months of February and April. To enroll your child in Accomack County you will need a social security card, birth certificate, immunization records, current physical, and 3 proofs of residency. Students are required to attend a school that is within the appropriate attendance zone.

## **Residency Checks**

All parents/guardians that have students entering grades 3, 6, and 9 will be required to meet with school personnel at their child's school and provide three (3) proofs/documentation of their 911 address. The three (3) proofs must contain the 911 address where the child resides. This process must be completed in person by the parent/guardian before the child will be enrolled and receive a schedule. It is highly recommended that this be done in June, July, or early August, prior to the child entering grades 3, 6, and 9. Please contact the school where your child attends if you have questions.

## **DIVISION-WIDE PARENT AND FAMILY ENGAGEMENT POLICY (POLICY IGBC)**

The Accomack County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Accomack County School Board endorses the parent and family engagement goals of Title 1 (20 U.S.C. § 6318) AND Title III (20 U.S.C. §70 12 (e) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

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

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups and the Head Start program, and Smart Beginnings Eastern Shore program to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;
- implements strategies to involve parents in the educational process including:
  - keeping families informed of opportunities for involvement and encouraging participation in various programs;
  - providing access to educational resources for parents and families to use with their children;
  - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress with these programs;
- enables families to participate in the education of their children through a variety of roles. For examples, family members may:
  - provide input into division policies
  - volunteer time within the classroom and school programs
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- performs regular evaluations of parent involvement at each school and in the division;
- provides access, upon request, to any instructional material used as part of the educational curriculum;
- if practicable, provides information in a language understandable to parents.

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

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

## **Parental Involvement in Title I Plan**

The Accomack County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate by:

- attending annual input meeting;

- annually reviewing plan and providing written verbal input.

## **Parental Involvement in School Review and Improvement**

The Accomack County School District encourages parents of children eligible to participate in Title I, part A, and English Learners programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C § 6311(D)(1) and (2). Parents may participate by:

- attending Title I workshops;
- joining School Improvement Team;
- providing input at the annual parent meeting.

On December 10, 2015, the *Every Student Succeeds Act of 2015* (ESSA) was signed into law. Section 1112(e)(2) of ESSA states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments. If you would like to receive information about this topic, please contact Kimberly Ferguson, Coordinator of Assessment and Accountability, either by phone at 757-787-7941, or in writing to 23296 Courthouse Road, PO BOX 330, Accomack, VA 23301.

## **Division Responsibilities**

The Accomack County School Division, and each school which received Title I, Part A, funds:

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

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

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

- develop appropriate roles for community-based organizations and businesses in parental involvement activities.

## **School Parent and Family Engagement Policies**

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

- convening an annual meeting, at a convenient time, to which all parents of participating children are be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under 20 U.S.C. § 6314 (b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- providing parents of participating children:
  - timely information about Title I, Part A, programs;
  - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
  - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible
- if the school-wide program plan under the 20 U.S.C. § 6312(b)(2) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board.

## **Parent and Family Involvement in Allocation of Funding**

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

## **Policy Review**

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

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

## **District-Wide Title I Parent and Family Engagement Plan**

***The Every Student Succeeds Act (ESSA)***, the latest reauthorization of the elementary and Secondary Act of 1965 (ESEA), includes parent, family, and community engagement as a key piece of the law, focused on raising the achievement for low-income and otherwise disadvantaged children.

The Accomack County School Board recognizes that a constructive partnership provides for two-way communication and fosters educational support for both students and parents. It is important to recognize that the term "parent" can also include guardians, grandparents, and other members of a student's family who are involved in the student's education.

In keeping with these beliefs, it is the intention of the Accomack County School Board to cultivate and support active and meaningful parental involvement at the six school-wide Title I campuses that are designed to realize goals for parent-supported student learning through the following activities:

- Provide technical assistant to Title I principals and Title I lead teachers to support participating schools in the development of the school level Title I Parent Involvement Plan;
- Supporting schools in training school staff regarding effective parent engagement strategies, particularly for increasing engagement of economically disadvantaged families;
- Supporting programs that reach families at home, in the community, and at school;
- Guiding schools in their collaboration with community-based organizations and/or businesses to directly enhance the engagement of parents and raise student achievement.

The implementation of this plan is achieved through the following Parental Involvement Plan:

**A. Involve parents in jointly developing the Parental Involvement Plan, reviewing implementation of the plan, and suggesting improvement to the plan.**

- The district will encourage parent representatives at each school building as well as at the district level to serve on Title I Parent Advisory Councils. These councils will receive information concerning Title I district and school activities and will have opportunities for input into district and school activities and will have opportunities for input into district decisions as appropriate.
- The district-wide Title I Parent Advisory Council, consisting of at least one representative from each Title I school, will meet twice annually to analyze needs assessments, which includes results from the annual Title I survey. The council may visit, observe, and evaluate Title I practices on site within the school division.
- Annual input meetings will be conducted at each school campus for input into Title I and the consolidated application for Accomack County Public Schools.

**B. Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.**

- The district will provide opportunities for parents to be informed about their children's progress toward attaining proficiency on state and district content standards through written materials, division website postings, and individual parent conferences.
- Information will explain how the student's progress will be measured and how parents will be informed of such progress.
- The district will provide guidance and coaching to Title I principals and staff in aligning identified needs in the school to supplemental programs, resources, and services that meet Title I standards (supplemental and reasonable, allowable, necessary, advisable) for inclusion in the school's Title I budget.

**C. Build capacity of schools and parents for strong parental involvement.**

- Each Title I school will hold two annual meetings so that parents can learn about their school's participation in the Title I program, its requirements, parental involvement, and parents' right to be involved; division administrators for Title I and Federal Programs will join the school staff in sharing information.
- The Title I schools will offer quality training to parents in their communities in an organized manner and on a consistent basis. Flexible meeting times will be established.
- The district will inform parents of their right to know the qualifications of their children's teachers.

**D. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.**

- Accomack County Public Schools recognizes the importance of parental involvement to the success of its Title I, Title III (Limited English Proficiency), Safe and Drug-Free Schools, Gifted and Talented, and Preschool Initiative Programs.
- The district will provide professional development for Title I administrators on continuous enhancement of existing parent engagement activities.
- Student led conferences are encouraged by the division in Grades 3-8 in Title I schools.



- Opportunities are announced and provided about various educational programs offered to families by Smart Beginnings Eastern Shore, the Eastern Shore Community College, the Literacy Council and the Chesapeake Bay Field Station.

**E. Conduct an annual evaluation of the content and effectiveness of the parental involvement policy which includes barriers to greater participation. Use these findings to design strategies for effective parental involvement and make revisions as necessary.**

- The district will inform parents, in a language that is understandable, how they can be active participants in assisting their children:
  1. to learn English;
  2. to achieve at high levels in core academic subjects;
  3. to meet the challenging academic content and student achievement standards that all children are expected to meet; and
  4. to graduate with college or career ready skills
- The District-wide Title I Advisory Council will assess the effectiveness of the Title I program and conduct an annual review of its Title I Parent Involvement Policy. Revisions to the policy will be made as needed and recommendations for the enhancement of parent involvement will be identified and communicated to the district and schools each fall.

**F. Involve parents in the activities of the schools served.**

- The district will reserve not less than one percent of its allocation under Title I, Part A, for a parental involvement, including promoting family literacy and parenting skills.
- The district will provide training, technical assistance, and outreach materials to schools and parents to promote parental involvement and improve student achievement.
- A **School-Parent Compact** will be developed at each school to outline how the parent, the school, and the student will share in the responsibility for improved student achievement. Each compact will be signed by the teacher, parent, and child.

Questions and your input are valued for continuous improvement. You may contact **Title I Coordinator or Assistant Superintendent of Instruction** at **757-787-5754**.

### **PARENTAL RESPONSIBILITY**

Excerpted from the Code of Virginia (1950) as amended §22.1-279.3 Parental responsibility and involvement requirements.

- A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. A school board shall provide opportunities for parental community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section and (ii) a copy of the school board's standards of student conduct. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions. Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct and the notice of the requirements of this section. Each school shall maintain records of such signed statements.
- D. The school principal may request the student's parent to meet with the principal or their designee to review the school board's standards of student conduct and the parent's responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and

educational progress.

- E. In accordance with §22.1-277 and the guidelines required by §22.1-278, the school principal may notify the parents of any student who violates a school board policy when such violation could result in the student's suspension, whether or not the school administration has imposed such disciplinary action. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior; and (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials.
- F. No suspended students shall be admitted to the regular school program until such students and their parents have met with school officials to discuss improvement of the students' behavior, unless the school principal or their designee determines that readmission, without parent conference, is appropriate for the students.
- G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior, as follows:
  - 1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or,
  - 2. If the court finds that the parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order (i) the student or parent to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior or (ii) the student or parent to be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and the rehabilitation of the student or parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.
- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall also be deemed to mean any successor in interest of such court.

## **STANDARDS OF STUDENT CONDUCT**

### **GRADES K-12**

### **(POLICY JFC)**

#### **STANDARDS OF CONDUCT**

The standards of conduct are designed to define the basic rules and major expectations of students in the public schools of Accomack County. It is the responsibility of the Accomack County School Board to adopt policy, and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety, and welfare of its students.

#### **SCHOOL BOARD RESPONSIBILITIES**

The Accomack County School Board supports the school administration and staff in enforcing the Code of Conduct and ensuring that all students have a sound, non-disruptive, educational environment in which to learn.

#### **SUPERINTENDENT RESPONSIBILITIES**

The superintendent shall issue Standards of Student Conduct and a list of possible corrective actions for violation of the Standard of Conduct. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

## **STUDENT RESPONSIBILITIES**

Students have the right to expect an educational environment in which they can strive to achieve their intellectual potential. Students are expected to attend school regularly, be diligent in their studies, and conduct themselves in such a way that the rights and privileges of others are not violated. Students are expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

## **PARENT RESPONSIBILITIES**

The parent or guardian is expected to assume responsibility for the student's behavior. The parent or guardian is also expected to maintain regular communication with school authorities, monitor and require daily attendance, and bring to the attention of the school authorities any problem that affects the student or other children in the school. It is the parent's or guardian's responsibility to notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulties.

## **TEACHER RESPONSIBILITIES**

Teachers and all other persons associated with the school have a responsibility in the maintenance of proper school discipline. The principal has the final responsibility for the discipline in their building.

## **PRINCIPAL RESPONSIBILITIES**

The school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct. Principals are responsible for ensuring that all students, staff members, and parents are provided the opportunity to become familiar with this policy.

## **BEHAVIORS WARRANTING DISCIPLINARY ACTION**

The Accomack County School Board believes that all students have a right to an environment that is safe, drug-free, and conducive to learning. These rules and regulations shall be enforced, unless otherwise specially stated therein, immediately before, during, and after school hours, as well as while traveling to and from school. These rules are in effect in school buildings, on school grounds, in school parking lots, on school athletic fields, on-board school buses, at school bus stops, and in all other places where school activities normally take place. These rules are applicable throughout the course of any field trip or officially sponsored school activity.

The administration shall implement these rules and regulations. School officials are authorized and obligated to take appropriate action according to the laws of the United States, the State of Virginia, and the policies of the Accomack County School Board in which individual cases may have to be referred to parents, legal guardians, or appropriate civil authorities on the following violations.

The following are standards of student conduct established by the School Board for all students under its jurisdiction. Consequences shall be determined on the basis of the facts presented in each instance of misconduct in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

### **1. ASSAULT AND BATTERY**

- A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.
- An Assault is a threat of bodily injury.
- A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

### **2. ATTENDANCE; TRUANCY**

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)

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.

### **3. BOMB THREATS**

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

## **4. BULLYING**

### **What We Believe:**

ACPS is deeply committed to creating a safe and positive school environment where all students feel safe every day. Our staff is committed to responding to all observed and reported incidents of verbal and/or physical acts of bullying and harassment that get reported within 24 hours. We have adopted and implemented the OLWEUS Bullying Prevention Program, to ensure all students know what bullying is and when, where, and how to report it.

### **Definition of Bullying:**

According to the code of Virginia (22.1-276.01), "bullying is aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim. It involves a real or perceived power imbalance and is repeated over time or causes severe emotional trauma." Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplaying, arguments, or peer conflicts.

### **Key Elements of Bullying Include:**

- Intentionally aggressive behavior designed to inflict harm.
- Repetitive behavior planned into the future.
- Interpersonal relationships are marked by an imbalance of power.

### **Forms of Physical Bullying:**

- Includes, but is not limited to, hitting, punching, shoving, poking, pinching, jabbing, kicking, choking, unwanted touching, cornering, tripping, etc.

### **Forms of Emotional Bullying:**

- Includes, but is not limited to, name-calling, threatening, taunting, incessant teasing, spreading rumors, mocking, public humiliation, etc.
- Forms of Cyberbullying:
- Refers to threats through text messages, emails, or websites. It involves electronic means to communicate deliberate, hostile, hurtful, or vulgar messages, intended to harm others.

### **Harassment:**

- Harassment is a course of conduct which annoys, threatens, intimidates, alarms, or puts persons in fear of their safety. Harassment is unwanted, unwelcomed, and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim and bystanders.

### **Sexual Harassment:**

- Any unwelcome sexual advances, regardless of sexual orientation, requests for favors, and other inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment.

### **Discriminatory Harassment:**

- Harassment based on race, color, religion, national origin, sex, disability, sexual orientation, gender identification, genetic information or any other characteristic protected by federal and/or state law.

### **Administrative Responses to Bullying:**

Reports of bullying and harassment are taken very seriously by school administrators, and the confidentiality of the students involved is always maintained. Administrators will work as a team with students, parents, teachers, and counselors to address incidents of bullying as they arise. Disciplinary consequences will be progressive and will be determined based on the frequency and severity of the incident, including but not limited to a conference, in-school suspension, or out-of-school suspension. Appropriate interventions will be implemented for both the bullies and the

victim(s).

## **5. BUS-RELATED OFFENSES**

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

## **6. CHEATING**

Students are expected to perform honestly on schoolwork and tests. The following actions are prohibited:

- cheating on a test or assigned work by giving, receiving, offering and/or soliciting information
- plagiarizing by copying the language, structure, idea and/or thoughts of another
- falsifying statements on any assigned schoolwork, tests or other school documents

## **7. CELL PHONE POLICY**

Accomack County Public Schools recognizes that cell phones are an integral part of our student and family's way to communicate. Therefore, we have made the following amendments to our cell phone policy to meet the needs of our student body and curtail cell phone related discipline infractions. Please sign, date, and return this document as acknowledgment of reading and understanding the policy with your child(ren).

Elementary students with cell phones MUST keep them off, and out of sight, on the school bus to and from school, during the school day.

Middle school students are permitted to use their cell phones/devices ONLY in the cafeteria during their scheduled lunch. This includes wearable smart technology (Air Pods, Smart watches, Headphones). At all other times, cell phones or other electronic devices and wearable technology MUST be stored in the student's book bags or locker and in the OFF position. Once students enter the building, it will be expected that all devices be turned off and put away until their scheduled lunch. Students are not allowed to make or accept calls at any time.

High School students are permitted to use their cell phones in designated GREEN ZONES, which includes in the hallways during class changes, and in the cafeteria. Students are not allowed to make or accept calls at any time.

Middle and High School students can use their devices while on the bus to and from school, however, they should not be seen or heard by the bus driver. Students are not allowed to make or accept calls at any time.

Consequences for electric device violations:

1. First Infraction – Confiscation of electronic devices. Administrator/Student conference with electronic device being returned to the student at the end of the school day. Parent contact is made by the teacher.
2. Second Infraction – Confiscation of electronic devices. Administrator/Student conference with electronic device being returned to the parent at the end of the school day (after bus dismissal). Parent/student will be notified of subsequent consequences for electronic device policy violation by office personnel.
3. Third Infraction – Students will receive an OSS for 1 day and confiscation of devices. The electronic device will be returned to parents at the end of the day (after bus dismissal).
4. All Subsequent Violations will result in upwards of 3 days Out of School Suspension.

If students use their phones to record events including fights, teachers, etc. on school campuses or school sponsored events, they will be subject to an immediate 3-day OSS. Use of device to record and share illicit materials such as but not limited to threats, air drops, private adult content, will be subject to the following consequences:

1. Long-term suspension of 45 days.
2. Possible Accomack County Sheriff involvement (threats/sharing of illicit pictures/videos of themselves and or other students).
3. Possible Expulsion for repeated offenses.

**\*\*Accomack County Public Schools personnel assume no responsibility in any circumstance for bills for cell phones or other electronic devices, or any damage/theft of student device(s). Students assume all risk should they choose to bring cell phone/wearable technology to school**

**8. DEFIANCE OF THE AUTHORITY OF SCHOOL PERSONNEL**

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by board policies and regulations.

**9. DISRUPTIVE CONDUCT**

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance which interrupts or interferes with teaching and orderly conduct of school activities, is prohibited.

**10. ELECTRONIC CIGARETTES**

Students shall not possess electronic cigarettes on school premises, on school buses or at school sponsored activities.

**11. EXTORTION**

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

**12. FELONY CHARGES**

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

**13. FIGHTING**

Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

**14. GAMBLING**

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

**15. GANG ACTIVITY**

Gang-related activity is not 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). (See Policy JFCE Gang Activity or Association.).

**16. HARASSMENT**

A student shall not harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions. (See Policy GBA/JFHA Prohibition Against Harassment and Retaliation)

**17. HAZING**

Students shall not engage in hazing.

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

The principal of any school at which hazing which causes bodily injury occurs shall report the hazing to the local Commonwealth Attorney.

**18. INTERNET USE**

Students shall abide by ACPS Policy GAB/IIBEA, Technology Acceptable Use concerning access and the use of the Internet.

**19. LASER POINTERS**



Students shall not have in their possession laser pointers.

## **20. OTHER CONDUCT**

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state, or local law.

## **21. POSSESSION OR USE OF WEAPONS OR OTHER DANGEROUS ARTICLES**

Students shall not have in their possession any type of unauthorized firearm or other article which may be used as a weapon, including but not limited to; tasers, stun guns and pepper spray, regardless of whether it is commonly accepted as such. (See Policy JFCD Weapons in School.)

## **22. PROFANE, OBSCENE OR ABUSIVE LANGUAGE OR CONDUCT**

Students shall not use vulgar, profane or obscene language or gestures or engage in conduct that is vulgar, profane, obscene or disrupts the teaching and learning environment.

## **23. REPORTS OF CONVICTION OR ADJUDICATION OF DELINQUENCY**

Any student for whom the superintendent has received a report pursuant to Va. Code § [16.1-305.1](#) of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § [16.1-260](#) may be suspended or expelled.

## **24. STALKING**

Students shall not engage in a pattern of behavior that places another person in fear of serious harm.

## **25. STUDENT DRESS**

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, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes. Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.

Students not complying with this policy will be asked to cover the non complying clothing, change clothes or go home.

## **26. THEFT**

A student shall not intentionally take or attempt to take the personal property or school board property of another person by force, fear or other means.

## **27. THREATS OR INTIMIDATION**

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason. The superintendent establishes a threat assessment team for each school. The teams will assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety including procedures for referrals to community services boards or health care providers for evaluation or treatment when appropriate. (EBB)

## **28. TRESPASSING**

The student shall not trespass on school property or use school facilities without proper authority or permission, or during a period of suspension or expulsion.

## **29. USE AND/OR POSSESSION OF ALCOHOL, TOBACCO, ANABOLIC STEROIDS AND OTHER DRUGS**

A student shall not possess, use, or distribute any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

A student shall not attempt to possess, use, consume, procure or purchase, or any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

A student shall not be under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco and inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

The School Board may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of School Board policy to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

## **30. VANDALISM**

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board to include assigned computing software. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of any other person at school, on a school bus or at school sponsored events.

## **DISCIPLINARY ACTIONS/DISCIPLINE PROCEDURES FOR MANDATED POLICIES**

The Standards of Student Conduct listed within this policy have been formulated to create and maintain a school environment that is safe, secure, and conducive to learning. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action(s) to be administered. Since it would be impossible for this policy to take into account the severity of each offense, the principal or designee will have the authority to determine disciplinary actions. In each case, the school administrator should use reasonable judgment to ensure that students who violate the Code of Conduct will be given appropriate attention such as counseling to encourage future compliance with the Code of Conduct and school rules. Also listed within this policy is a list of possible corrective actions for violations of the Standards of Conduct. Building-level administrators are responsible for:

1. Holding a conference to determine the facts with written documentation; and
2. Informing parents or guardians as soon as possible with written notification for out-of-school suspensions and recommendations for expulsions to be mailed no later than two (2) school days following the occurrence of the violation.
3. Referring and known violation of the criminal code to the legal authorities.

## **THE SCOPE OF DISCIPLINARY ACTION BY THE PRINCIPAL**

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state, or local law.

The following corrective actions are among those available to the school administration for violation of the Student Code of Conduct. Each offense shall be considered fully in determining reasonable corrective actions.

1. Counseling
2. Admonition
3. Reprimand
4. Loss of privileges, including access to the School Division's computer system
5. Parental conferences
6. Tasks or restrictions assigned by the principal or designee
7. Detention after school or before school
8. Suspension from school-sponsored activities or events prior to, during, or after the regular school day
9. In-school suspension (ISS)
10. Out-of-school suspension
11. Referral to an alternative education program
12. Notify legal authorities (where appropriate)
13. Recommendation for expulsion
14. Mandatory expulsion for firearm possession or use or possession of a controlled substance, imitation controlled substance or marijuana, as defined in Chapter 34 of Title 54.1 and §18.2-247 of the Code of Virginia, on school property or at a school sponsored activity
15. Evaluation for alcohol or drug abuse
16. Participation in a drug, alcohol or violence intervention, prevention or treatment program.

In addition, Accomack County has outlined uniform consequences for certain offenses, which are outlined in the next section.

## **DISCIPLINE PROCEDURES FOR MANDATED POLICIES**

Out-of-School Suspensions (OSS): Any Out-of-School Suspension for four or more days requires approval from Coordinator of Student Services and/or Superintendent. All out of school suspensions will require parent conferences upon return to school.

Students will not be permitted to attend any after-school activities i.e. sporting events, dances, during the time served for OSS.

Infraction	Consequence
Alcohol Use, Possession	1st Offense -15 Days OSS 5 Days removed w/ Counseling 2nd Offense - 10 Days OSS w/ recommendation for long-term suspension
Drug Use and/or Possession (Includes THC Vapes/Products)	1st Offense -15 Days OSS 5 Days removed w/ Counseling 2nd Offense - 10 Days OSS w/ recommendation for long-term suspension
Alcohol/Drug Sale or Distribution (Includes THC Vapes/Products)	10 Days OSS w/ recommendation for long-term suspension
Weapons and Look-a-Like Weapons	10 Days OSS w/ recommendation for long-term suspension/expulsion
Confronting and/or Posturing to Fight	3 Days OSS
Bullying	Conference, ISS, or OSS
Fighting another student (School, Bus, or School Sponsored Event)	1 <sup>st</sup> Offense – 5 Days OSS 2 <sup>nd</sup> Offense – 5-10 Days OSS
Hitting or Attacking a Staff/Faculty Member	10 Days OSS w/ recommendation for long term suspension/expulsion
Using Profanity towards a Staff/Faculty Member	3 Days OSS
Failure to surrender a Cell Phone	3 Days OSS

Repetitive Disrespectful Behavior	3 Days OSS
Repetitive Disruptive Behavior	3 Days OSS
Threatening a Staff/Faculty Member	10 Days OSS w/recommendation for long- term suspension/expulsion
Repetitive Tardiness	1st Offense- ISS remainder of the day 2nd Offense- 3 days ISS 3rd Offense- 5 days ISS/conference with parents
Theft/Robbery	10 Days OSS
Gambling on school grounds/property	1st Offense- 3 Days OSS 2nd Offense-5 Days OSS 3rd Offense- 10 Days OSS
Leaving School Grounds w/out Permission	1st <sup>d</sup> Offense – 3 Days OSS 2nd Offense- 5 days OSS 3 <sup>rd</sup> Offense – 10 Days OSS
Sexting	10 Days OSS w/ recommendation for long-term suspension/expulsion
Sexual Behavior (Indecent Exposure, Intercourse, Inappropriate Touch, etc.)	10 Days OSS w/ Recommendation for Long-Term Suspension/Expulsion
Threats (Low)	5 Days OSS
Threats (Medium/High)	10 Days OSS w/ recommendation for long-term suspension/expulsion
Tobacco Use/Vaping	3 Days OSS (1 <sup>st</sup> Offense) 5 Days OSS (2 <sup>nd</sup> Offense) 10 Days OSS (3 <sup>rd</sup> Offense)
Tobacco/Vape Distribution or Sale	10 Days OSS
Dress Code Violation	1st Offense- call home for a change of clothes or ISS for the remainder of the day 2nd Offense- 3 Days ISS 3 <sup>rd</sup> Offense – 3 Days OSS
Failure to Follow Administrative Directives	3 Days OSS
Racist or Sexist Comments	3 Days OSS

**\*\*SB170** prohibits students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school, unless the offense involves physical harm or credible threat of physical harm to others or the local school board or the division superintendent or designee finds that aggravating circumstances exist, as defined by the Department of Education.

Legislation enacted July 1, 2018, directed the Virginia Department of Education to define “aggravating circumstances” concerning suspension of students. The Virginia Department of Education staff and multiple stakeholder groups collaborated to create the following definition:

For the purposes of §22.1-277 and §22.1-277.05 of the *Code of Virginia*, “aggravating circumstances” shall mean:

- i. That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
- ii. That a student’s presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
- iii. That a student engaged in a serious offense that is:
  - a) persistent (repeated similar behaviors are documented on the student’s disciplinary record), and
  - b) unresponsive to targeted interventions as documented through an established intervention process.

When considering suspension of a student for more than the number of days allowed by the new legislation, a division superintendent or a school board should apply this definition.

## **ALCOHOL OR ANY ALCOHOLIC BEVERAGE (K-12)**

### **A. Possession/Use**

First offense – 15-days Out-of-School Suspension (OSS)

The Student with parental permission may choose prevention education counseling through the school's Mental Health Counselors. Alcohol prevention counseling will eliminate five days of the out-of-school suspension. Failure to complete the counseling will result in the reinstatement of the five days of out-of-school suspension.

Second Offense – 10-days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

## **MARIJUANA/DRUGS (K-12)**

### **B. Marijuana Possession/Use**

First Offense – 15-days Out-of-School Suspension (OSS)

The student with parental permission may choose prevention education counseling through the school's Mental Health Counselors. Smoking prevention counseling will eliminate five days of the out-of-school suspension. Failure to complete the counseling will result in the reinstatement of the five days of out-of-school suspension.

Second Offense – 10 – days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

## **Alcohol/Drug Sale or Distribution (includes THC Vapes and products)**

First Offense- 10 days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

Subsequent Violations for distribution or sale may result in more severe disciplinary action reached by consultation between the school principal and central office administration including recommendation for expulsion.

## **TOBACCO OR TOBACCO PRODUCTS/VAPES (GRADES K-12)**

### **Consequences for the Possession and Use of Alcohol, Tobacco and Vaping**

Smoking, Vaping and Alcohol are NOT ALLOWED on Accomack County Public School grounds during the instructional day or during school related events or off school grounds. This includes the parking lot or in cars on the school grounds. Students may not bring cigarettes, vapes, e-cigarettes, alcohol, marijuana or any tobacco products to school. In an effort to establish an "alcohol and smoke-free" environment on school property at all times, drinking and smoking are NOT PERMITTED on school grounds. Students found in violation of this policy will be subject to the following disciplinary actions:

### **Tobacco or Vape (Grades K – 12)**

#### **A. Possession/Use**

First offense - 3 – days Out-of-School Suspension (OSS)

At this time, the school administrator may suggest prevention educational counseling through the school's guidance department. The attendance at the counseling session will eliminate one of the suspension days.

Second offense - 5 – days Out-of-School Suspension (OSS)

Third offense - 10 – days Out-of-School Suspension (OSS)

**DISTRIBUTION** of nicotine, vapes, marijuana, alcohol, and tobacco products in school or on school grounds will result in a 10-days Out-of-School Suspension (OSS), with recommendation for long term suspension.

Subsequent Violations for possession shall result in more severe disciplinary action reached by consultation between the school principal and central office administration including recommendation for long-term suspension.

**B. Violating law or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol or marijuana. Suspicion of being under the influence of alcohol/marijuana or other illegal substances may result in disciplinary actions as follows:**

First offense - 10 – days Out-of-School Suspension (OSS)

At this time, the school administrator may suggest prevention educational counseling through the school's guidance department. The attendance at the counseling session will eliminate five of the suspension days.

Second offense - 10 – days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

Subsequent Violations for possession shall result in more severe disciplinary action reached by consultation between the school principal and central office administration.

#### **LOOK-ALIKE DRUGS, OTHER DRUGS AND DRUG PARAPHERNALIA (GRADES 6-8 AND 9-12)**

Any offense for possession and/or use shall result in an immediate attempt to contact the parent or guardian prior to disciplinary action. A parent or guardian, student, and administrator conference is to be scheduled. The matter is to be referred to the superintendent or designee. The penalty is a 10 days out of school suspension and a recommendation for long term suspension. Substance abuse counseling is required prior to re-admittance. The professional counselor is to notify the designated central office administrator in writing when the counseling is completed. Also, the written notification must be received prior to the re-admittance hearing for the student.

#### **ASSAULT AND/OR BATTERY OF AN EMPLOYEE (GRADES K-5)**

Any offense for assault and/or battery of an employee shall result in an immediate attempt to notify the parent or guardian prior to disciplinary action. A parent or guardian, student, and administrator conference is to be scheduled. The matter is to be referred to the superintendent or designee. The penalty is a recommendation for long-term suspension. The length of time will be based upon the incident and age of the student.

#### **ASSAULT AND/OR BATTERY OF AN EMPLOYEE (GRADES 6-8 AND 9-12)**

Any offense for assault and/or battery of an employee shall result in an immediate attempt to notify the parent or guardian prior to disciplinary action. A parent or guardian, student, and administrator conference is to be scheduled. The penalty is a 10 days out of school with recommendation for long term suspension. The superintendent or designee may modify the disciplinary action on a case-by-case basis.

#### **WEAPONS — CARRYING, BRINGING, USING, OR POSSESSING A DANGEROUS OR DEADLY WEAPON (GRADES K-5, 6-8, AND 9-12)**

Carrying, bringing, using or possessing any firearm, dangerous device, or dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school division is prohibited, and grounds for disciplinary action. Violation of this policy shall require that proceedings for the discipline of the student involved be initiated immediately by the principal. Such weapons include, but are not limited to the following items:

1. any pistol, shotgun, stun gun, taser, revolver, or other firearm listed in section 22.1-277.01(E) of the Code of Virginia, designed or intended to propel a projectile of any kind, including a rifle, unloaded firearms in closed containers;
2. any air rifle or BB gun;
3. toy guns and look-alike guns;
4. any dirk, knife or razor;
5. slingshots;
6. spring sticks;
7. brass or metal knuckles, blackjacks;
8. any flailing instrument which may be known as a, nunchuck, nunchaku, shuriken, or fighting chain;
9. any disc of whatever configuration, having at least two points or pointed blade, and which is designed to be thrown known as a throwing star or oriented dart;
10. explosives; and,
11. destructive devices as defined in section 22.1-277.01(E) of the Code of Virginia, or other dangerous articles.

#### **MANDATORY EXPULSION**

A student who has been determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Virginia Code section 18.2-308.1, or to have possessed a firearm or destructive device as defined in Policy



JGD/JGE, a firearm muffler or firearm silencer, or a pneumatic gun as defined in Policy JGD/JGE on school property or at a school-sponsored activity shall be expelled for no less than one calendar year (365 days). The Superintendent or School Board may determine—based on the facts of a particular situation—that special circumstances exist and another disciplinary action is appropriate.

### **MEDICINE POLICY AND VIOLATIONS OF THE MEDICINE POLICY (K-12)**

Accomack County Public Schools references the *Medication Administration School Nurse's Guide A Training Manual for Unlicensed Public School Employees Virginia Department of Education*, Revised January 2023 and the *Diabetes Management Schools: Manual for Unlicensed Personnel*, Revised January 2023 when developing medication policies and procedures.

#### **Prescription medications**

Prescription medications may be administered by the school nurse or trained unlicensed assistive personnel with a written, signed medication authorization form from a physician/healthcare provider which includes the name of the student, name of the medication, the route of administration, the dosage, the frequency of medication administration, and any special instructions (such as need to crush pills, etc.) and signed by the parent/legal guardian. A letterhead or prescription pad specifying the same information and signed by a physician/healthcare provider are acceptable, also written orders by an out of state physician/healthcare provider are acceptable if the above criteria are met. Any changes in the original order will require a new written medication authorization form. Faxed medication authorization forms are acceptable as long as there is a signed parental consent. A licensed nurse or trained unlicensed assistive personnel should take changes in medication orders via telephone only under extreme or urgent circumstances. The telephone changes should be recorded in the student's electronic health record and followed up with a written order from a physician/healthcare provider. All prescription medications must be in a correctly labeled container and be delivered to the school health clinic by the parent/legal guardian or a responsible adult.

#### **Non-prescription medications**

Non-prescription medications may be administered by the school nurse or trained unlicensed assistive personnel with a written, signed medication authorization form from a physician/healthcare provider or over the counter medication form signed by the parent/legal guardian which includes the name of the student, name of the medication, the route of administration, the dosage, the frequency of medication administration, and any special instructions (such as need to crush pills, etc.). Requests to administer nonstandard medications (e.g., doses in excess of manufacturer guidelines; alternative, homeopathic, or experimental medications; nutritional supplements) will require a written medication authorization form from a physician/healthcare provider and signed permission from the parent/legal guardian. All over the counter medications must be in the original container and be delivered to the school health clinic by the parent/legal guardian or a responsible adult. Over the counter medication forms signed by the parent/legal guardian are only valid for 5 consecutive school days. If the medication is to be on-going or given longer than the 5 days a medication authorization form will be required from a physician/health care provider.

#### **Self-carry and self-administering medications**

Students carrying and self-administering medications is defined as the ability of legal authority of students to carry a prescribed medication on their person in the school setting and to use that medication as prescribed by a physician/healthcare provider without the intervention of an adult (Marcontel-Shattuck & Gregory, 2006).

In accordance with federal and state laws, regulations, and standards, a responsible student should be allowed to carry and self-administer medication for urgent or emergent need if the medication does not require security or refrigeration. Controlled substances and medications with risk of abuse or sale to others are not candidates for self-administration (AAP, 2009). The school nurse will assess and declare in writing a recommendation concerning students' self-carrying/self-administration based on the student demonstrating the appropriate developmental, physical, and intellectual capacity to self-carry and/or self-administer any emergency medication at school (AAP, 2009).

The Code of Virginia § 22.1-274 requires that local school divisions have policies implemented to permit a student with a diagnosis of anaphylaxis or asthma, or both, to possess and self-administer auto-injectable epinephrine or inhaled asthma medications, or both, as the case may be, during the school day, at school-sponsored activities, or while on a school bus or other school property.

Possession and self-administration of inhaled asthma medications and epinephrine by certain students or school board employees is addressed in the Code of Virginia §22.1-272.2.D. Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as

the case may be, during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer when the following conditions are met:

1. Written notice from the student's physician/healthcare provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
2. Written parental consent that the student may self-administer asthma medication, or auto injectable epinephrine, or both, is on file with the school.
3. An individualized healthcare plan is prepared by the school nurse, including emergency procedures for any life threatening conditions.
4. There is a consultation with the student's parent before limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
5. Information regarding the health condition of the student may be disclosed to school board employees in accordance with federal law governing the disclosure of information contained in student scholastic records. Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents.

In addition, each student who is diagnosed with diabetes may carry with them and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and self-check their own blood glucose levels on a school bus, on school property, and at a school-sponsored activity. Code of Virginia (§ 22.1-274.01:1) Parental consent and written approval from a licensed provider is required in order for a student to self-carry. Sharing, borrowing, distributing, manufacturing, or selling any medication is prohibited. Permission to self-administer medications may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Conduct.

#### **READMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS (POLICY JGD/JGE)**

Students who have been suspended from a school of this division are not eligible to attend any other school within the division until eligible to return to their regular school.

Students who have been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the Accomack County Schools, in accordance with Policy JEC School Admission. In the case of a suspension of more than thirty days, the term of the exclusion may not exceed the duration of such suspension.

In excluding any such expelled student from school attendance, the local school board may accept or waive any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The excluding school board shall not impose additional conditions for readmission to school.

No suspended students are admitted to the regular school program until such students and parents have met with school officials to discuss improvement of the students' behavior, unless the school principal or principal's designee determines that re-admission, without parent conference, is appropriate for the student.

If the parent fails to comply with this policy or Policy JEC School Admission, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period shall be established by the School Board, committee thereof, or superintendent or superintendent's designee, as the case may be at the relevant hearing, the student may re-petition the school board for admission. If the petition for admission is rejected, the school board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may re-petition the school board for admission.

The school board may permit students excluded pursuant to this subsection to attend an alternative education program provided by the school board for the term of such exclusion.

## **STUDENT ATTENDANCE POLICY FOR GRADES K-12 (POLICY JED-R)**

All students shall attend school regularly and be on time for classes in order to receive maximum benefit from the instructional program and develop habits of punctuality, self-discipline and responsibility. There is a direct correlation between poor attendance and school failure. Students who have good attendance generally achieve higher grades, enjoy school more and are much more employable after leaving school.

Student attendance is ultimately the responsibility of students and their parents/guardians. Accomack County Public Schools will work with the parents/guardians to encourage and promote good student attendance at school. However, the final responsibility for obtaining and completing make-up work rests with the student and their parents or guardians.

### **GRADES K-8 ATTENDANCE POLICY**

A student is expected to attend school 180 days per school year. When a student accumulates more than five (5) **unexcused or undocumented** absences in an academic year, and all school interventions have been unsuccessful, the principal will refer this student along with documentation of parent contacts or attempts to the Coordinator of Student Services. The Coordinator of Student Services will follow the compulsory school attendance procedures.

**Students absent for more than five (5) days per semester course or ten (10) days per year long course excused or unexcused in a school year shall be considered for retention.**

### **COMPULSORY SCHOOL ATTENDANCE PROCEDURES**

An attempt to notify the parents/guardians will be made each day when a student is absent and no indication has been received by school personnel that the student's parents/guardians are aware of the student's absence. A daily log will be kept of all calls in PowerSchool. In addition, letters will be mailed to parents/guardians when a student is absent from school for three (3), six (6), and eleven (11) days.

#### **A. Upon the third absence**

If a student fails to report to school for a total of three scheduled school days, and there is no indication that the student's parents/guardians are aware of and supports the absence, the school principal or designee shall make a reasonable effort to ensure that direct contact is made with the parents/guardians. The principal or designee shall mail a letter to parents/guardians requesting an attendance conference which shall include the date and time of the conference.

#### **B. Upon the sixth absence and beyond**

If the student is absent for an additional day after direct contact with the student's parents/guardians, the Coordinator of Student Services and the School Based Truancy team, shall schedule a conference within ten (10) school days with the pupil, parents/guardians and school personnel. Other community service providers may also be included in the conference.

#### **C. Upon additional absences without parental awareness and support**

If there is another absence following the conference the school principal or designee shall notify the Coordinator of Student Services, who shall enforce the compulsory school attendance rules by using one or both of the following:

1. Filing a CHINS Petition that the student is a child in need of supervision, VA Code §16.1288, or
2. Instituting proceedings against the parent pursuant to §18.2-371 or §22.1-262 of the Code of VA

#### **D. Upon the 15th consecutive absence**

When a student misses 15 consecutive days from school and there has been no contact with a parent/guardian or a

records request from a receiving school, the student will be withdrawn from school. Once the student is withdrawn, a parent/guardian will have to re-enroll the student and provide three (3) proofs/documentation of their 911 address.

#### **E. Parental cooperation in remedying excessive absences**

It is expected that parents/guardians will cooperate with the school administration, Coordinator of Student Services, and other school officials to remedy the student's attendance problem. Where direct contact with parents/guardians cannot be made, despite reasonable efforts, or where parents/guardians otherwise fail to cooperate in remedying the student's attendance policy problem, the Superintendent or designee may seek immediate compliance with the compulsory school attendance laws

### **SCHOOL COOPERATION**

The following guidelines shall be followed:

- A. Principals shall not release a student during the school day to any person not authorized by the student's parents/guardians to assume responsibility for the pupil. Students shall be released only on request and authorization of parents/guardians. The Superintendent or designee will provide procedures for release of pupils who are not residing with or under the supervision of parents/guardians. The burden of proof will be on the person who is requesting the student. A formal check-out system shall be maintained in each school.
- B. School sponsored trips, and other functions sanctioned by the school are not counted as absences and the student will be marked present for the days missed.
- C. Arrangements for make-up work and tests are the responsibility of the student and their parents/guardians when absent. The full cooperation of a student's teacher(s) shall be expected in this task. All written work missed can be made up. However, in order to receive credit, the student must complete all missed assignments within a reasonable length of time.

### **HOMEBOUND INSTRUCTION**

Homebound Instruction is available for students who are ill or injured. Contact the school counselor for this service. A form must be signed by the student's health care provider and returned to the school. This state mandated procedure should be followed as soon as possible so that the student can begin receiving instruction. A student receiving homebound instruction is counted present.

### **TARDIES**

Tardies will be handled by the individual school's administrative team pursuant to the policies in their student handbooks.

### **ABSENCES**

Regular attendance is essential for success in school. Students are expected to attend school every day. Any absence will be considered unexcused until appropriate verification is received and reviewed by the principal/designee. An absence shall be verified for the following reasons:

- A. Absences due to illness or injury of a student may be verified by the parents/guardians **but not to exceed six (6) per semester course or ten(10) for yearlong classes**. Verification by a physician will be required if absences exceed six (6) days per school year.
- B. Pre-arranged Appointments – appointments with the court, social services, other state agencies, or appointments with health care providers, **official documentation must be presented** to the principal or designee when the student returns to school.
- C. Family Death or Emergency – absences because of death in the immediate family or an emergency beyond the family control, the parent must notify the school and provide documentation for the absence to the principal or designee when the student returns to school. (Refer to Policy JED)
- D. Exclusions/Suspensions – absences because of an exclusion or suspension, the parent will be notified of the exclusion/suspension and the date when the student will be expected to return to school. The student must return on the indicated date.

- E. Exceptional Circumstances – with prior approval of the principal. **Example:** Absences due to observance of a religious holiday with documentation. (Refer to Policy JED)

### **PARENT NOTIFICATION OF ABSENCES**

Parents/guardians will be notified of the number of days absent as designated. A letter is to be sent to the parents/guardians at three (3), six (6) absences, and eleven (11) absences. The principal or designee is to have a conference with parents/guardians once a student reaches five three (3) days for semester classes or six (6) days for yearlong classes and a Truancy/CHINS petition will be filed at eleven (11) or more unexcused absences. A log of the conferences will be documented in PowerSchool.

### **K-8 failure due to attendance meeting**

- A. If a student in K-8 has missed eleven (11) or more absences the school-wide truancy team may determine that the child will fail due to attendance. If this occurs, the parents/guardians will be requested to attend a meeting to discuss the attendance failure. Based on the number of absences, the File: JED-R child may have to repeat the current grade, attend credit recovery classes, or attend summer school.
- B. The parents/guardians will be notified of the day, time and location of the meeting and parents/guardians attendance at the proceeding is recommended. It is the responsibility of the parents/guardians to present written documentation at the hearing to make a case of the existence of compelling circumstances which merit an exception to the attendance policy.

### **\* Student incentives for good attendance**

**Elementary School:** Students that miss two (2) days or less per quarter will be able to participate in a recognition/celebration at the end of each quarter.

**Middle School:** With the parents/guardians approval, a student who maintains a "B" average or above and who misses no more than two (2) days during a semester, or a student who maintains a "B" average or better and misses no more than four (4) days during a full year course may be exempted from semester or final exams. Any student who wishes to take his/her exam at the end of the semester in a class that he/she is currently attending and enrolled in shall be permitted to do so.

## **GRADES 9-12 ATTENDANCE POLICY**

Besides the research documenting the correlation between good attendance and good grades, the Standards of Quality of the State of Virginia require a minimum of 140 clock hours of instruction for credit for a full year course.

Student attendance is ultimately the responsibility of students and their parents/guardians. Accomack County Public Schools will work with the parents/guardians to encourage and promote good student attendance at school. However, the final responsibility for obtaining and completing make-up work rests with the student and their parents or guardians.

**In grades 9-12 credit will be denied if a student is absent more than five (5) class periods in a one semester course and ten (10) single class periods for a full year course.**

### **COMPULSORY SCHOOL ATTENDANCE PROCEDURES**

An attempt to notify the parents/guardians will be made each day when a student is absent and no indication has been received by school personnel that the student's parents/guardians are aware of the student's absence. A daily log will be kept of all calls. When a student fails to report to school for a total of three (3) days, a letter will be mailed home to the parents/guardians. In addition, subsequent letters will also be sent home after the student misses six (6) days and eleven (11) days.

#### **A. Upon the third (3) absence**

If a student fails to report to school for a total of three (3) days, and there is no indication that the student's parents/guardians are aware of and supports the absence, the school principal or designee shall make a reasonable effort to ensure that direct contact is made with the parents/guardians. The school principal or designee shall send a letter to the parents/guardians requesting an attendance conference which shall include the date and time of the conference.



**B. Upon sixth (6) absence and beyond**

The student will fail due to attendance for the individual course. The student/parent/guardian may request to appeal before the Administrative Attendance Review Board (AARB).

**C. Upon additional absences without parental awareness and support**

If there is another absence following the conference the school principal or designee shall notify the Coordinator of Student Services, who shall enforce the compulsory school attendance rules by either or both of the following:

1. Filing a CHINS Petition that the student is a child in need of supervision, VA Code §16.1288, or
2. Instituting proceedings against the parent pursuant to §18.2-371 or §22.1-262 of the Code of VA

**D. After the 15th consecutive absence**

When a student misses 15 consecutive days from school and there has been no contact with a parent/guardian or a records request from a receiving school, the student will be withdrawn from school. Once the student is withdrawn, a parent/guardian will have to re-enroll the student and provide three (3) proofs/documentation of their 911 address.

**PARENTAL COOPERATION**

It is expected that the parents/guardians will cooperate with the school administration, Coordinator of Student Services, and other school officials to remedy the student's attendance problem. Where direct contact with a parent/guardian cannot be made, despite reasonable efforts, or where parents/guardians otherwise fail to cooperate in remedying the student's attendance policy problem, the Superintendent or designee may seek immediate compliance with the compulsory school attendance laws.

**SCHOOL COOPERATION**

- A. Principals shall not release a student during the school day to any person not authorized by the student's parents/guardians to assume responsibility for the pupil. Students shall be released only on request and authorization of parents/guardians. The Superintendent or designee will provide procedures for release of pupils who are not residing with or under the supervision of parents/guardians. The burden of proof will be on the person who is receiving the student. A formal check-out system shall be maintained in each school.
- B. School sponsored trips, and other functions sanctioned by the school are not counted as absences and the student will be marked present for the day or in the classes missed (e.g., VHSL events, field trips, etc.).
- C. Arrangements for make-up work and tests are the responsibility of the student and their parents/guardians when absent. The full cooperation of a student's teacher(s) shall be expected in this task. All written work missed can be made up. However, in order to receive credit, the student must complete all missed assignments within a reasonable length of time.

**HOMEBOUND INSTRUCTION**

Homebound Instruction is available for students who are ill or injured and will be absent five (5) consecutive days or more. Contact the school counselor for this service. A form must be signed by the student's physician and returned to the school. This state mandated procedure should be followed as soon as possible so that the student can begin receiving instruction. A student receiving homebound instruction is counted present.

**TARDIES**

Tardies will be handled by the individual school's administrative team pursuant to the policies in their student handbooks.

**PARENT NOTIFICATION OF ABSENCES**

Students and parents/guardians will be notified of the number of days absent as designated.

- A. Letters are sent to the parents/guardians after three (3), six (6), and eleven (11) absences.
- B. A call is sent out to parents/guardians every day that their child is absent from school.
- C. The principal or designee is to have a conference with the parents/guardians and student when a student is absent three (3) days for block courses and six (6) days or classes for full year courses. A log of the conferences is to be kept in PowerSchool.



### **STUDENT INCENTIVES FOR GOOD ATTENDANCE**

With the parent's/guardian's approval a student who maintains a "B" average or above and who misses no more than two (2) days during a semester or a student who maintains a "B" average or better and misses no more than four (4) days during a full year course may be exempted from semester or final exams. Students who wish to take their exam at the end of the semester in a class that they are currently attending and enrolled in shall be permitted to do so. **The above incentive does not apply to students enrolled in Dual Enrollment classes/college courses.**

### **APPEALS PROCESS**

An appeals process is available for the parents/guardians to appeal the failure/or loss of credit resulting from five (5) absences from semester courses/or ten (10) absences from full year courses. **There is no appeal at school level.** This process is as follows:

1. An Administrative Attendance Review Board (AARB) shall be established to hear all parent appeals. Each school will mail a certified letter notifying the parents/guardians of each child's failure due to attendance. If the parents/guardians wish to appeal this failure due to attendance, they must request in writing a hearing not later than three (3) days after the end of the semester. The AARB will consist of the secondary coordinator, a principal, and a school counselor. The AARB will notify the parents/guardians of their decision by mail within three (3) calendar days following the hearing.
2. The parents/guardians will be notified of the day, time and location of the hearing and parents/guardians attendance at the proceeding is expected. It is the responsibility of the parents/guardians to present written documentation at the hearing to make a case of the existence of compelling circumstances which merit an exception to the attendance policy.
3. Decisions of the Administrative Attendance Review Board (AARB) can be appealed to the Superintendent. The Superintendent's decision may be appealed to the School Board.

### **FAILURES DUE TO ATTENDANCE**

If it is determined that the student has violated the Attendance Policy, a failure will be handled as follows:

1. If the student is passing, then a grade of "F" will be received for all subjects that were included in the violation ruling. When number grades are recorded, the "F" will be recorded as a 57. A student who is already failing will receive the numerical average earned if it is below 57.
2. When a grade of "F" is recorded because of excessive absences, written notification will be included on the report card.

### **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.

### **BUS CONDUCT RULES (POLICY JFCC-R)**

1. Classroom Conduct Is Expected. Students shall not behave in a disruptive manner or otherwise violate Accomack County Public Schools Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from the school bus.
2. Students are to stay at their bus stops, on the shoulder of the road, and out of the way of traffic until the bus comes.
3. Students are not to push or disturb other students when getting on and off the bus.
4. The driver is in charge of the bus and all students on the bus. Students must obey the driver.
5. Students and their parents are directly responsible for paying for damage done to seats, glass, and other bus equipment when it is the fault of the student. These students will be put off the bus until damages are paid for, unless plans for payment are made by school authorities.

6. Each student who rides a bus will help to keep the bus clean. This means no writing or marking on the bus. A student will be subject to disciplinary action by school officials for such behavior.
7. Loud talking or cursing by a student will not be allowed. Students guilty of this type behavior will be suspended from the bus for a period of time considering the seriousness of the violation.
8. All students must stay in their seats when the bus is moving. Students, who are getting off, must stay seated until the bus stops.
9. Students who must cross the highway when getting on or off the bus must cross in front of the bus in clear view of the driver, and only when the driver signals them to cross.
10. Students should not talk to the driver while the bus is moving.
11. Students will not bring bottles, cans, sharp items, or unnecessary things on the bus at any time.
12. Students guilty of fighting or scrapping on the bus will be suspended from the bus. The length of the suspension is determined the severity of the offense and previous offenses.
13. Students who must stand because seats are not available must stand behind the driver. No one is allowed to stand in the stepwell at any time.
14. Students must never use the emergency door of the bus, unless told by the driver to do so, or in the event of an emergency when the front door cannot be used.
15. Items such as suitcases, athletic equipment, and band instruments will be held by the student. Large band instruments and class projects may be permitted if a storage space can be found which does not block the aisles or affect the safe operation of the bus.
16. Students must have written permission from parents and the school principal or designee if they are to ride another bus other than the one they are scheduled to ride, or if they get off at any other stop than their own.
17. PARENTS ARE ASKED TO HAVE PUPILS AT BUS STOP FIVE (5) MINUTES BEFORE BUS TIME.
18. It is requested that parents or another responsible person accompany young children to and from the bus stop.
19. It is requested that parents make the school bus driver aware of any serious health problems their child may have such as diabetes, epilepsy, etc.

#### **BUS STOP LOCATIONS**

- A. No school bus stop will be established on any road not maintained by the Virginia Department of Transportation without school board approval.
- B. Pupil stops are designed to be within three-tenths of a mile for elementary students and five tenths of a mile for secondary students from the place of residence where time restraints, road conditions, and vehicle access allow.
- C. General education school bus routes will not be established within a cul-de-sac or a dead-end where backing up is required.
- D. Distances between bus stops will be 150 feet if the posted speed limit is less than 35 mph and a distance of at least 300 feet if the posted speed is 35 mph or higher.
- E. Bus stops for students on Special Needs school buses will be located as close to the student's home as possible barring constraints that restrict safe access.

#### **DISCIPLINARY ACTION FOR BUS CONDUCT VIOLATIONS (POLICY JFCC-R)**

Riding the school bus or any other vehicle owned by Accomack County Public Schools is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct while riding jeopardizes the safe operation or the safety of

students while being transported. The driver will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow, to include a possible out-of-school suspension. A copy of the disposition will be immediately returned to the driver. The disciplinary codes below classify unacceptable behavior into four levels. The examples are not exhaustive but illustrative. Additionally, all consequences are dependent upon the severity and frequency of the behavior. School buses are equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. As such, riders are subject to video and audio surveillance. The objective is to provide an important additional tool to assist the driver and administration in managing students.

Middle and High School students can use their devices while on the bus to and from school, however, they should not be seen or heard by the bus driver. Students are not allowed to make or accept calls at any time.

Level 1	
Infraction	Consequences
<b>Infractions that interfere with the orderly transportation of students. Some examples are:</b> <ul style="list-style-type: none"> <li>• Screaming</li> <li>• Failure to stay seated.</li> <li>• Littering on the bus</li> <li>• Tampering with the possessions of other passengers</li> </ul>	<b>The bus driver reports infractions on the bus. The school administrator administers consequences. This action may include any or all the following:</b> <ul style="list-style-type: none"> <li>• Verbal warning and referral issued.</li> <li>• Contact with parent(s)/guardian(s).</li> <li>• Assigned seat at the discretion of driver</li> </ul>

Level 2	
Infraction	Consequences
<b>More severe infractions that interfere with the safe transportation of students. Some examples are:</b> <ul style="list-style-type: none"> <li>• Repeated occurrences of Level 1 behaviors</li> <li>• Bullying other passengers, including verbal abuse</li> <li>• Profanity towards staff</li> <li>• Damage to the bus interior/exterior</li> </ul>	<b>The bus driver reports infractions on the bus. The school administrator administers consequences. This action may include any or all of the following:</b> <ul style="list-style-type: none"> <li>• Referral issued.</li> <li>• Contact with parent(s)/guardian(s).</li> <li>• Assigned seat at the discretion of driver.</li> <li>• Loss of bus privileges for up to 5 days and cost of repairs</li> </ul>

Level 3	
Infraction	Consequences
<b>Actions that endanger the safety of the driver or students and which impair the driver's ability to drive safely. Some examples include:</b> <ul style="list-style-type: none"> <li>• Repeated occurrences of Level 1 or 2 behaviors</li> <li>• Refusal to remain in seats.</li> <li>• Throwing objects</li> <li>• Refusal to follow staff directions for safety.</li> <li>• Fighting, including pushing and/or wrestling/play fighting (horseplaying)</li> </ul>	<b>The bus driver reports infractions on the bus. The school administrator administers consequences. At more serious levels, the Director of Transportation may be involved. This action may include the following:</b> <ul style="list-style-type: none"> <li>• Referral issued.</li> <li>• Contact with parent(s)/guardian(s).</li> <li>• Loss of bus privileges for 5 to 9 days.</li> <li>• Repeated incidents of Level 2 behavior may result in removal from transportation for the remainder of the school year.</li> </ul>

Level 4	
Infraction	Consequences
<b>Infractions that endanger the safety of the driver or students and may require local police to intervene. Some examples include:</b> <ul style="list-style-type: none"> <li>• Sexual misconduct</li> <li>• Possession of dangerous objects or weapons</li> <li>• Possession or use of tobacco, alcohol, drugs, or controlled substances</li> <li>• Opening emergency exits and/or exiting the bus without authorization</li> </ul>	<b>The bus driver reports an infraction on the bus. The school administrator administers consequences. At more serious levels, the Director of Transportation may be involved. This action may include the following:</b> <ul style="list-style-type: none"> <li>• Referral issued.</li> <li>• Contact with parent(s)/guardian(s).</li> <li>• Loss of bus privileges for 10 days</li> <li>• Repeated incidents may result in removal from transportation for the remainder of the school year.</li> <li>• Illegal activity will be referred to Accomack County Sheriff's Department</li> <li>• Suspension from school and/or extended suspension</li> </ul>

## STUDENT RECORDS POLICY AND PROCEDURES (POLICY JO)

Student records are maintained in accordance with local policy and State Department of Education regulations. Management procedures for the collection, amendment, storage, fees, disclosure, and destruction of student data are outlined in the document, Management of the Students Scholastic Record in the Public Schools of Virginia (Revised May 2004) and are maintained in accordance with the Virginia Freedom of Information Act and The Federal Educational Rights and Privacy Act.

Educational records include the following information:

- A. Directory information, which may include the student's name, address, grade level, birth information, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, or awards.
- B. Academic information, which may include student program of studies, grades, and standardized test scores.
- C. Special information, when applicable, which may include psychological and sociological assessments, Individualized Education Plans (IEPs), reports from court or social welfare agencies, or student discipline records.

Access to educational records is limited to parents, eligible students, and school officials and governmental agencies charged with providing educational and vocational assistance to students.

The security of educational records is protected by an access log and the storing of these records in a secured area. Only individuals with a right to access may see the contents of any student's record.

Parents have the right to inspect and review the scholastic records relating directly to their children or legal wards. Eligible students (those 18 years of age or older) also may inspect and review their own scholastic records. Parents and eligible students may obtain copies of records at no cost.

The parents or eligible students who believe that information contained in the educational record of the student is inaccurate, misleading, or violates the privacy or other right of the student, may request a hearing with the school counselor to review the records. If the request is not satisfactorily resolved, the parent or eligible student may appeal the decision to the Director of Assessment and Accountability.

Records of transferred students shall be sent directly to the school receiving the student upon request of the receiving school.

Questions regarding the maintenance of records for students enrolled in special education programs should be referred to the Director of Special Education. Other questions regarding student records should be referred to the principal or school

counselor of the school responsible for the maintenance of these records. Upon request, parents may obtain a copy of the Student Records Policy from their child's school counselor.

Complaints about failures of the Accomack County Public Schools to comply with the Family Educational Rights and Privacy Act may be made in writing to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

## **SCHOOL COUNSELING PROGRAM PARENT NOTIFICATION**

The School Counseling Program of the Accomack County Public Schools is a comprehensive program of services for students in K-12. In conjunction with the policies and guidelines set forth by the VDOE and ASCA our school counseling programs support the Standards of Learning by providing instruction, appraisal and advisement, and counseling to help students develop the knowledge, attitudes, and skills needed to achieve academic success, college and career readiness, and social/emotional development.

A brief description of the School Counseling Program is as follows:

**A. Academic Counseling**

Assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities

**B. College and Career Readiness Counseling**

**Helps students** to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities

**C. Personal and Social/Emotional Counseling**

Assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.

Parents may review materials used in the school counseling program by arranging an appointment with their child's school counselor. Instructional materials used in the program have been screened by a school division committee.

Parents may have their children opt out of the personal/social counseling program by contacting the school counselor. It is recommended that parents contact their child's school counselor to discuss the purpose and content of personal/social counseling before opting-out. Should a parent decide to remove their child from personal/social counseling, the Parent Opt-Out Form is available from the school counselor.

**D. Suicide Intervention Guidelines**

Students Who May Be Suicidal, Immediate Action: In the event that a staff member has reason to believe that a student may be suicidal, the following action is to be taken-

1. Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
2. Immediately report concerns to a school administrator.
3. Under no circumstance should an untrained person attempt to assess the severity of suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.
4. The school counselor and/or the mental health counselor is to complete the suicide risk assessment. If neither a school counselor or mental health counselor is available, the school social worker or school psychologist will complete the suicide risk assessment.
5. The parent/guardian will be notified and depending on the outcome of the risk assessment further action may be deemed necessary.

## **PROMOTION/RETENTION REQUIREMENTS**

### **PROMOTION FROM KINDERGARTEN TO GRADE 1**

A student must master the following:

1. Oral Language/Reading Literature
  - Identify and name uppercase and lowercase letters
  - Associate letter with sounds
  - Identify beginning and ending sounds in single-syllable words
  - Orally identify rhyming words
  - Orally produce rhyming words
  - Retell a story using beginning, middle, and end
  - Recognize a minimum of 15 meaningful concrete words
  - Use complete sentences (subject, verb, and object) to express ideas and needs
  - Discuss character, setting, and events in a story read aloud
  - Demonstrate speech-to-print match in familiar text
2. Writing
  - Print first and last name legibly
  - Print upper or lower case letters independently (80%)
  - Use letters & beginning consonant sounds to spell phonetically words to describe a picture and/or write about experiences
3. Math
  - Identify and select how many are in a set 15 or fewer objects
  - Count forward to 100
  - Count backward from 10
  - Identify 1 more and 1 less than a number using a visual model or concrete objects
  - Identify, describe, and trace circle, square, triangle, and rectangle
  - Identify numerals to 15
  - Write numbers 0 to 15
  - Sort and classify objects
  - Model and use addition and subtraction using up to 10 concrete objects
  - Recognize penny, nickel, and dime
4. Science Readiness
  - Recognize 8 basic colors

*\*Students having borderline mastery scores should be referred to the SBIT and brought to the Retention Committee for grade placement consideration.*

### **PROMOTION FROM GRADE 1 TO GRADE 2**

A student must master the following

1. Oral Language
  - Express ideas orally using complete sentences
  - Tell and retell stories and events in logical order
  - Use common singular and plural nouns
  - Initiate conversation and follow rules for conversation
  - Ask and respond to questions in complete sentences
  - Follow 2-step oral directions
  - Produce rhyming words
  - Count phonemes (sounds) in one-syllable words
  - Blend and segment speech sounds in one-syllable words
  - Add or delete phonemes to make new words
2. Reading/Literature
  - Match spoken words to print
  - Use beginning and ending consonants, two-letter consonant blends, consonant digraphs, and short vowel



sounds to *decode* one-syllable words

- Blend beginning, middle, and ending sounds to recognize and read words
- *Read* simple two-syllable compound words and commonly used sight words
- Use meaning clues and word structure to expand vocabulary when reading
- Use vocabulary from other content areas
- Retell stories, including characters, setting, and important events; use beginning, middle, and end
- Identify the main idea or theme of reading
- Identify and use text features such as pictures, headings, charts, captions when reading non-fiction text
- Ask and answer questions about what is read

3. Writing

- Use beginning and ending consonants, two-letter consonant blends, consonant digraphs, and short vowel sounds to *spell* one-syllable words
- *Spell* simple two-syllable compound words and commonly used sight words
- Use capital and lowercase letters appropriately, and space words within sentences
- Use complete sentences, capitalization, and punctuation when writing on a topic

4. Math and Science

- Count from 0-100 and write corresponding numerals
- Group a collection of objects into tens and ones and write the corresponding numeral
- Count forward by ones, twos, fives, and tens to 100 and backward by ones from 30
- Recall basic addition facts with sums up to 18 and the corresponding subtraction facts
- Determine value of pennies, nickels, dimes whose total value is 50 cents or less
- Tell time to the half hour
- Compare volume, weight, and length using the concepts of more, less, and equivalent
- Investigate, identify, and describe various forms of data collection using tables and graphs; interpret same information
- Sort and classify objects by attributes
- Recognize, describe, and create growing and repeating patterns

*\*Students having borderline mastery scores should be referred to the ABIT and brought to the Retention Committee for grade placement consideration.*

**PROMOTION FOR GRADES 2 - GRADES 5**

A student must pass the following subjects:

- English Language Arts
- Math
- History/Social Science or Science

**PROMOTION FOR GRADES 6 - GRADES 8**

A student must pass the following subjects:

- English Language Arts
- Math
- History/Social Science or Science

*\*\*Elementary and middle school principals may consider other factors such as reports from intervention strategies, IEPs, 504, age of student and number of previous retentions, and attendance in summer remediation programs when making promotion/retention decisions.*

**HIGH SCHOOL PROMOTION REQUIREMENTS**

From 9<sup>th</sup> to 10<sup>th</sup> by accumulating 6 credits

From 10<sup>th</sup> to 11<sup>th</sup> by accumulating 12 credits

From 11<sup>th</sup> to 12<sup>th</sup> by accumulating 16 credits

Graduation by accumulating a minimum of 24 credits

**HIGH SCHOOL DIPLOMA TYPES**

Standard

Advanced Studies

Applied Studies

***\*The information for diploma types can be found in the Accomack County Public Schools Course Offering Guide.***

## GRADING SCALE

<u>Grades 1 - 2</u>	
<b>G</b>	<b>Good (89.5 - 100)</b>
<b>S</b>	<b>Satisfactory (79.5 - 89)</b>
<b>N</b>	<b>Needs Improvement (69.5 - 79)</b>
<b>U</b>	<b>Unsatisfactory (0 - 69)</b>
<b>U</b>	<b>0 - No work attempted or completed</b>

<u>Grades 3 - 5</u>	
<b>A</b>	<b>90 - 100</b>
<b>B</b>	<b>80 - 89</b>
<b>C</b>	<b>70 - 79</b>
<b>D</b>	<b>60 - 69</b>
<b>F</b>	<b>50 - 59</b>
<b>F</b>	<b>0 - No work attempted or completed</b>

<u>Grades 6 - 12</u>				
<b>Grade</b>	<b>100 Point Scale</b>	<b>Regular Class 4.0 Scale</b>	<b>Honors Level 4.5 Scale</b>	<b>Dual Enrollment or Advanced Placement 5.0 Scale</b>
<b>A</b>	<b>95 - 100</b>	<b>4.0</b>	<b>4.5</b>	<b>5.0</b>
<b>A-</b>	<b>90 - 94</b>	<b>3.7</b>	<b>4.2</b>	<b>4.7</b>
<b>B+</b>	<b>87 - 89</b>	<b>3.3</b>	<b>3.8</b>	<b>4.3</b>
<b>B</b>	<b>83 - 86</b>	<b>3.0</b>	<b>3.5</b>	<b>4.0</b>
<b>B-</b>	<b>80 - 82</b>	<b>2.7</b>	<b>3.2</b>	<b>3.7</b>
<b>C+</b>	<b>77 - 79</b>	<b>2.3</b>	<b>2.8</b>	<b>3.3</b>
<b>C</b>	<b>73 - 76</b>	<b>2.0</b>	<b>2.5</b>	<b>3.0</b>
<b>C-</b>	<b>70 - 72</b>	<b>1.7</b>	<b>2.2</b>	<b>2.7</b>
<b>D+</b>	<b>67 - 69</b>	<b>1.3</b>	<b>1.8</b>	<b>2.3</b>
<b>D</b>	<b>63 - 66</b>	<b>1.0</b>	<b>1.5</b>	<b>2.0</b>
<b>D-</b>	<b>60 - 62</b>	<b>.70</b>	<b>1.2</b>	<b>1.7</b>
<b>F</b>	<b>0 - 59</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>F</b>	<b>0 - No work attempted or completed</b>	<b>0</b>	<b>0</b>	<b>0</b>

### PowerSchool Access

A parent/guardian and a student may obtain access to our grading database system known as PowerSchool. This would give them access to the teacher's contact information, attendance records, and grades for assignments as well as marking periods. This allows the individual to stay on top of assignments that have been turned in or are missing. Please contact the School Counselor at your child's school for your access information.

### VIRGINIA STANDARDS OF LEARNING ASSESSMENTS

In the spring of 1998, Virginia students participated in the Virginia Standards of Learning (SOL) Assessments at selected grade levels and at the completion of certain courses. This was the first statewide administration of the SOL assessments. The SOL assessments are designed to test the extent to which students have learned the content and skills specified in the Virginia Standards of Learning. The Virginia Standards of Learning represent rigorous content and provide students with a solid foundation upon which to build later learning.

Each school year the SOL assessments will be given in grades 3, 4, 5, 6, 7, and 8 and at the completion of certain high school courses. Beginning with the ninth grade class of 2000-2001 and thereafter, verified credits must be earned to receive a standard or advanced studies diploma. A verified unit of credit is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course. The Virginia Board of Education has approved additional tests (substitute tests) that may be used for awarding verified credit. A complete list can be found in the Accomack County High School Course Offerings and Graduation Guide or can be provided by your child's school counselor.

Legislation passed in the 2021 Virginia General Assembly required the implementation of "through-year" or "growth" assessments beginning in fall 2021 for reading and mathematics in grades 3-8. To ensure that the growth assessments

administered for this purpose are aligned to the Standards of Learning (SOL), the Virginia Department of Education (VDOE) developed shorter computer adaptive tests (CAT) using existing SOL test items. Beginning with 2022-2023 and beyond, the legislation requires that the grades 3-8 reading and mathematics growth assessments be administered to students once in the fall and once in the winter (mid-year) during the school year. In addition to the growth assessments, the SOL tests for grade 3-8 and mathematics will continue to be administered. If you have any questions regarding these tests, please contact Kimberly Ferguson, Coordinator of Assessment and Accountability at 757-787-7941.

## **SOL TESTING TIMELINE**

School	SOL Writing (Grade 8) End-of-Course Writing (Grade 11)	SOL Non-Writing (Grades 3-8 and End of Course)
ACCAWMACKE ELEMENTARY	N/A	Mid-May *
ARCADIA HIGH	October/March *	Mid-January/Late May *
ARCADIA MIDDLE	April	Mid-January/Late May *
CHINCOTEAGUE ELEMENTARY	N/A	Mid-May *
CHINCOTEAGUE HIGH	October/March *	Mid-January/Late May *
KEGOTANK ELEMENTARY	N/A	Mid-May *
METOMPKIN ELEMENTARY	N/A	Mid-May *
NANDUA HIGH	October/March *	Mid-January/Late May *
NANDUA MIDDLE	October/April *	Mid-January/Late May *
PUNGOTEAGUE ELEMENTARY	N/A	Mid-May *
TANGIER COMBINED	October/March *	Mid-May *

*\*Students will take the appropriate SOL or EOC test at the end of the course in which they are enrolled.*

Grades 3-8 SOL and Growth Assessments									
Grade	Fall Administration (September)		Mid-Year Administration (January)			Spring Administration (May)			
Growth Assessments					SOL Tests				
3	Reading	Math	Reading	Math		Reading	Math		
4	Reading	Math	Reading	Math		Reading	Math	Virginia Studies	
5	Reading	Math	Reading	Math		Reading	Math	Integrated Reading and Writing	Science
6	Reading	Math	Reading	Math		Reading	Math		
7	Reading	Math	Reading	Math		Reading	Math		
8	Reading	Math	Reading	Math	Science or History	Reading	Math	Integrated Reading and Writing	Science or History

END OF COURSE TESTS BY SUBJECT			
<b><u>ENGLISH</u></b> Reading (Grade 11) Writing (Grade 11) Integrated Reading and Writing (Grade 11)	<b><u>MATH</u></b> Algebra I Algebra II Geometry	<b><u>SCIENCE</u></b> Biology Chemistry Earth Science	<b><u>SOCIAL STUDIES</u></b> World History I World History II World Geography Virginia and US History

## **GPA REQUIREMENTS FOR SPORTS AND ACTIVITY PARTICIPATION**

The minimum GPA requirement sends a positive message to students, reinforcing higher academic standards in Virginia schools through the current SOL requirements. It reminds students that they are students first and athletes or club members second.

A minimum **2.0 GPA**—based on the previous semester's GPA and not the overall GPA—is required for sports and activity participation. The following guidelines will be followed:

- A. At the time of interim reports, if a student has fallen below the designated GPA requirement, the student

will be required to attend tutoring sessions, which may be offered at various times during the school year in each of the core subject areas. To receive tutoring in non-core area subjects, the student must make arrangements with the individual teachers.

- B. Students **may** be granted a one-time, one-semester **probationary period waiver**, taking into account extenuating circumstances for not meeting the GPA requirement, based on the following:
- (a) approval by an appeals committee consisting of the student's coach, principal, school counselor, and a central office staff member;
  - (b) required tutoring of a nature and frequency as determined by the committee; and,
  - (c) completion of an overall improvement plan devised by the committee.

In addition to the division's GPA requirements, students must satisfy the requirements set forth by the Virginia High School League (VHSL) to be eligible to participate in VHSL activities. Students must pass a minimum of 3 credits per semester in order to be eligible. For additional requirements, contact your building principal.

**Senior athletes must be aware that a minimum of three (3) out of four (4) block courses must be taken for student participation in Virginia High School League (VHSL) athletic and non-athletic activities.**

### **IMPORTANT PLANNING INFORMATION FOR STUDENT-ATHLETES WHO PLAN TO ATTEND COLLEGE**

Student-athletes who wish to play sports at the college level must plan carefully, beginning at the ninth grade level, to ensure that they have met the high school requirements for eligibility to play sports in college. Information pertaining to NCAA Division I freshman eligibility standards and NCAA Division II freshman eligibility standards can be obtained by phoning 800-638-3731 or 317-917-6222 or visiting the website at [www.ncaa.org](http://www.ncaa.org). Information pertaining to NAIA (National Association of Intercollegiate Athletics) eligibility regulations can be obtained by phoning 913-791-0044 or by visiting the website at [www.naia.org](http://www.naia.org).

## **HEALTHY SCHOOL CAMPUSES**

### **TOBACCO-FREE SCHOOL ENVIRONMENT**

Smoking, chewing, and other uses of tobacco products represent a serious health and safety problem for users and non-users. In an effort to establish a "smoke-free and smokeless tobacco-free" environment on school property at all times, smoking, chewing, and the use of any other tobacco products are prohibited in all school buildings and facilities, including the property on which those buildings and facilities are located. Staff, students, and visitors found in violation of this policy will be subject to appropriate disciplinary action.

### **HEALTH SCREENINGS**

All students new to the Virginia public school system and students in grades 3, 7, 10 are to receive screening for hearing and vision defects. The screenings will be scheduled within the first 60 days of school start. The screenings can be completed at any time within the school year.

Code of Virginia 22.1-272. Vision and hearing of student to be tested; exceptions:

1. Any such student is admitted for the first time to a public elementary school and produces a written record of a comprehensive eye examination performed within the preceding 24 months.
2. The parents or guardians of such student object on religious grounds and the student shows no obvious evidence of any defect or disease of the eyes; or
3. Any such student has an Individualized Education Program or a Section 504 that documents a defect of vision or a disease of the eyes and the principal determines that such a test would not identify any previously unknown defect of vision or a disease of the eyes.

## **FAMILY LIFE EDUCATION PROGRAM (K-10)**

The ACCOMACK COUNTY School Board provides Family Life Education (FLE) based on the FLE Standards of Learning (SOL) and curriculum guidelines developed by the Board of Education. The SOL objectives related to dating violence and the characteristics of abusive relationships are taught at least once in middle school and at least twice in high school. The

high school FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, and sexual violence, human trafficking, and the law and meaning of consent. Such age-appropriate elements of effective and evidence-based programs on the prevention of sexual violence may include instruction that increases student awareness of the fact that consent is required before sexual activity. The FLE curriculum offered in any school incorporates age-appropriate elements of effective and evidence-based programs on the importance of the personal privacy and personal boundaries of other individuals and tools for students to use to ensure that they respects the personal privacy and personal boundaries of other individuals. The FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the harmful physical and emotional effects of female genital mutilation; associated criminal penalties; and the rights of the victim, including any civil action pursuant to Va. Code § 8.01-42.5.

The FLE curriculum may incorporate age-appropriate elements of effective and evidence-based programs on the prevention, recognition, and awareness of child abduction, child abuse, child sexual exploitation and child sexual abuse.

The School Board reviews its family life education curricula at least once every seven years, evaluates whether the curricula reflect contemporary community standards, and revises the curricula if necessary.

#### Right of Parental Review

A parent or guardian has the right to review the family life curricula, including all supplemental materials used in the program.

The School Board develops and distributes to the parents or guardians of students participating in the FLE program a summary designed to assist them in understanding the program implemented in its school division and to encourage parental guidance and involvement in the instruction of the students. Such information reflects the curricula of the program as taught in the classroom. The following statement is included in the summary: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

Adopted: October 6, 2020

Family Life Education Standards K-12, updated October, 2020, are implemented. Parents/Guardians desiring to opt out should contact their child's school and arrange a conference to discuss the Family Life Education Program with the principal and sign an Opt-Out Form.

## SPECIAL POPULATIONS

### **SPECIAL EDUCATION PROGRAMS FOR CHILDREN WITH DISABILITIES**

In compliance with the mandates of the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA '04; P.L. 108-446; 20 USC Sec. 1400 et seq.), effective July 7, 2009, the Accomack County Public School division provides special education programs and services to eligible students with educationally disabling conditions which adversely affect their educational performance. This statutory right to a free appropriate public education applies to eligible children ages two to twenty-one inclusive. The educationally disabling conditions covered by IDEA '04 are as follows:

**AUTISM:** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied. (34 CFR 300.8(c)(1))

**DEAFNESS:** a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects the child's educational performance.

**DEAF-BLINDNESS:** means simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CDF 300.8(c)(2))

**DEVELOPMENTAL DELAY:** means a disability affecting a child ages two by September 30 through six, inclusive: (34 CFR 300.8(b); 34 CFR 300.306(b))

1. (i) Who is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development social or emotional development, or adaptive development, or (ii) who has an established physical or mental condition that has a high probability of resulting in development delay;
2. the delay(s) is not primarily a result of cultural factors, environmental or economic disadvantage, or limited English proficiency; and
3. the presence of one or more documented characteristics of the delay has an adverse effect on educational performance and makes it necessary for the student to have specially designed instruction to access and make progress in the general educational activities for this age group.

**EMOTIONAL DISABILITY:** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (34 CFR 300.8(c)(4))

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
  2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  3. Inappropriate types of behavior or feelings under normal circumstances;
  4. A general pervasive mood of unhappiness or depression; or
  5. A tendency to develop physical symptoms or fears associated with personal or school problems.
- Emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability as defined in this section.

**HEARING IMPAIRMENT:** means impairment in hearing in one or both ears, with or without amplification, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. (34 CFR 300.8(c)(5))

**INTELLECTUAL DISABILITY:** means the definition formerly known as "mental retardation" and means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. (34 CFR 300.8(c) (6))

**MULTIPLE DISABILITIES:** means simultaneous impairments (such as intellectual disability with blindness, intellectual disability with orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness. (34 CFR 300.8(c)(7))

**ORTHOPEDIC IMPAIRMENT:** means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (34 CFR 300.8(c)(8))

**OTHER HEALTH IMPAIRMENT:** means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia and Tourette syndrome that adversely affects a child's educational performance. (34 CFR 300.8(c)(9))

**SPECIFIC LEARNING DISABILITY:** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage. (§ 22.1-213 of the Code of Virginia; 34 CFR 300.8(c) (10))



Dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

**SPEECH OR LANGUAGE IMPAIRMENT:** means a communication disorder, such as stuttering, impaired articulation, expressive or receptive language impairment, or voice impairment that adversely affects a child's educational performance. (34 CFR 300.8(c) (11))

**TRAUMATIC BRAIN INJURY:** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment, problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 CFR 300.8(c)(12))

**VISUAL IMPAIRMENT INCLUDING BLINDNESS:** means impairment in vision that, even with correction, adversely affects children's educational performance. The term includes both partial sight and blindness. (34 CFR 300.8(c)(13))

The early warning signs of such disabilities might include difficulty sitting, standing, walking, talking, seeing, or hearing. Children may have seizures or severe health problems. Children may be overly active or inactive. They may not be able to learn or be very slow in learning. If children receive early intervention, they have a better chance to develop and to do their best.

Services are available to all resident, eligible Accomack County students, including those enrolled in public, private and home schools. If you know of someone between the ages of birth through 21 years who may have a disability for which special education programs and services are needed, please call 757-824-3360.

The Accomack County Public School division does not lawfully discriminate on the basis of age, race, color, religion, disability or national origin in its employment or educational programs and activities. The Special Education Director (757-824-3360) is designated as coordinator for nondiscrimination for access to and implementation of educational programs under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. The Director Human Resources (757-787-5754) is designated as coordinator for nondiscrimination regarding personnel matters under Section 504 and the Americans with Disabilities Act. Your questions and comments are welcome at any time regarding programs and services for children with disabilities.

## **EDUCATION PROGRAM FOR TEMPORARILY HOUSED STUDENTS**

The federal McKinney-Vento Homeless Education Assistance Act guarantees school enrollment for anyone who, due to a lack of permanent housing, does not have a fixed, regular, and adequate nighttime residence, such as a child or youth who lives:

- In an emergency or transitional shelter
- In a motel, hotel, or campground
- In a car, park, public place, bus or train station, or abandoned building
- Doubled up with relatives or friends
- In these conditions and is a migratory child or youth

Children and youth living in these settings meet criteria for the McKinney-Vento definition of homelessness and have special educational rights. (JECA)

### **Where can I get Help?**

You can contact the School Social Worker, Bekki Haynie at 757-787-8013 or Coordinator of Student Services, Della Jordan, at 757-787-5754.

## **FOSTER CARE**

Accomack County Public Schools provides a foster care liaison to assist students who are in the care of a foster family. The foster care liaison works with the students and their guardians to arrange transportation to and from school, collaborates with the social services locality, and participates in interdisciplinary team meetings all in an effort to best support the students in the school setting. For more information, please contact the ACPS foster care liaison, Bekki Haynie, School Social Worker, at 757-787-8013

## **PROGRAMS FOR TALENTED AND GIFTED STUDENTS (TAG)**

The Accomack County Public Schools (ACPS) division believes that all children have the right to educational opportunities that meet their needs and abilities and is committed to providing programs that stimulate the maximum growth and development of all students. A General Intellectual Aptitude (GIA) program is available to qualifying gifted students in grades K-12. A Visual Arts program is available to students in grades 3-12 who are talented in art. Determination of eligibility for these programs is made by the Eligibility Committee in accordance with ACPS guidelines and VDOE regulations. Students may be referred for evaluation by a teacher, school counselor, parent, community member, peer, or themselves. For more information on the identification of talented and/or gifted students, please contact your child's guidance counselor or call Mrs. Teresa Ibarra, the Coordinator of TAG/Gifted Services, at 757-787-1513.

## **Language Instruction Educational Program (LIEP)**

In order to comply with legal obligations under Title VI of the Civil Rights Act of 1964, school divisions must take affirmative steps to ensure that students with limited English proficiency can meaningfully participate in their educational programs and services. Schools have highly qualified teachers to meet the needs of our ELs (English Learners). Students come from a variety of learning cultural backgrounds. These students bring a unique set of assets that have the potential to enrich the experiences of all learners and educators.

### **• EL Models:**

<p><b>Newcomer</b></p> <ul style="list-style-type: none"> <li>• <u>Goal:</u> Learn basic English and content concepts together</li> <li>• Classes of recently arrived ELs with early levels of English development, possibly beginning levels of primary language literacy</li> <li>• Typically provide specialized social and academic language acquisition instruction designed to transition ELs into the American school setting</li> <li>• Short-term, typically lasting no longer than 1 year</li> <li>• May be provided at a designated site or provided within a school</li> </ul>	<p><b>ESL or ELD</b></p> <ul style="list-style-type: none"> <li>• <u>Goals:</u> Develop full English proficiency to support grade-appropriate academic success</li> <li>• Classes of ELs; possibly grouped according to their level of English proficiency</li> <li>• Instruction includes techniques, methods, and tailored curriculum designed to develop ELs' skills in reading, speaking, listening, and writing</li> <li>• ESL/ELD curriculum does not need to be identical to grade-level curriculum but should reinforce and align to those academic content SOLs to the extent possible.</li> <li>• Service might be provided during a dedicated class period</li> <li>• Service might be support outside of the regular classroom (also known as "pull-out"). ELs spend part of the school day in an integrated classroom, but are taken out individually or in small groups for a portion of the day or class to receive ESL instruction that supports grade-level content</li> </ul>	<p><b>Content Classes with Integrated ESL support</b></p> <ul style="list-style-type: none"> <li>• <u>Goals:</u> Support grade-appropriate academic success and full English proficiency development simultaneously</li> <li>• Classes usually include ELs and non-ELs</li> <li>• ELs receive direct language instruction and support <i>within</i> general education content classes</li> <li>• Instruction may use the Sheltered Instruction model: adapts academic instruction to make is accessible and comprehensible to ELs' proficiency levels to provide access and make content comprehensible</li> <li>• May use co-teaching (also known as "push-in") <ul style="list-style-type: none"> <li>◦ Co-teaching can take a variety of forms and should include common teacher planning time</li> </ul> </li> </ul>
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## **SECTION 504**

The Accomack County School Board does not discriminate against individuals on the basis of disability. Where students or employees who believe that they have been discriminated against on the basis of disability, the students and employees shall have the right to request a hearing. The person designated as the division contact for Section 504 is the Special Education Director. Complaints are to be reported to Jennifer Annis, Section 504 Director, Special Education Office, at 757-824-3360.

## **TITLE IX**

### **A. Students**

The Accomack County School Board provides equal educational opportunities for all students without regard to race, color, national origin, gender, ethnicity, religion, disability, or marital or parental status. Further, educational programs shall be designed to meet the varying needs of all students.

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

Students who believe they have been victims of prohibited discrimination should report the alleged discrimination as soon as possible to Della Jordan, Coordinator of Student Services ([della.jordan@accomack.k12.va.us](mailto:della.jordan@accomack.k12.va.us)), at 757-787-5754.

### **B. Employment**

The Accomack County School Board is an equal opportunity employer, committed to non-discrimination in recruitment, selection, hiring, pay, promotion, retention, or other personnel action affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, political affiliation, gender, age, marital status, or disability is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

The Accomack County School Board shall provide facilities, programs, and activities that are accessible, usable, and available to qualified disabled persons. Further, the Accomack County School Board shall not discriminate against qualified disabled persons in the provision of health, welfare, and other social services.

Persons who believe they have not received equal employment opportunities should report the alleged discrimination to one of the compliance officers. Employee who have knowledge of conduct that may constitute prohibited discrimination shall report such conduct to the Superintendent at 757-787-5754.

## **TECHNOLOGY ACCEPTABLE USE, PARENT/GUARDIAN AND STUDENTS USE AGREEMENT**

Accomack County Public Schools (ACPS) provides a variety of computing systems and individual user accounts to students for promoting educational excellence in schools by facilitating research, resource sharing, creativity, and collaboration. The use of the computing system and individual user accounts shall be consistent with ACPS Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.

### **In Summary:**

- Students will be educated in safe and productive practices for the use of the ACPS computing system by their teacher and/or appropriate administrator.
- Students should exercise sound judgment at all times when using the ACPS computing system.
- For the purposes of adherence to applicable policies, regulations, and guidelines, all student communication and content created, sent, and/or received on the ACPS computing system is subject to monitoring at any time; carries no expectation of privacy; and without any notification to the end user(s).

### **Security**

- Students shall only use their own division-provided user account(s) or specially-designated user account(s) to access the ACPS computing system.
- At no time will a student share their user account information with any other student(s).
  - o At any time, parents/guardians may require/request their child to share their division assigned user account information with them.
- Students shall only access the ACPS computing system for purposes specifically directed by the teacher and/or appropriate administrator.

### **Copyright**

- Any copyrighted material(s) accessed through the ACPS computing system remains copyrighted and may be subject to the Fair Use provisions of copyright laws as they relate to education.

### **Undesirable/Offensive Content**

- The division takes all reasonable precautions to restrict a student's access to undesirable/offensive content when using the ACPS computing system. However, students must also accept responsibility for avoiding access to such content.
- Students should notify their teacher and/or appropriate administrator anytime they find and/or are exposed to undesirable/offensive content.

### **Software**

- No software shall be downloaded from the Internet and/or installed on any ACPS computing system unless expressly arranged by the department of Technology Services.
- Unless, and with express rights of use from the platform for instructional purposes only, at no time shall any student download any music, videos, or movies related files on the ACPS computing system.

### **Social Network Technologies**

- Access to or the operation of social networking technologies (whether in the form of software, websites, or other technologies) shall exempt students from Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.
- Students shall take all precautions to protect their personal information while using social network technologies.

### **Commercial Use**

- Commercial use of the ACPS computing system is prohibited.

### **Personal Devices and the Division Network**

- At no time shall a student connect a personal computing or mobile device to the ACPS private network.

Student violations of Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R may be handled by and reported through the schools' administration staff. Violations are as follows:

1. Major Violations are violations of law and governed by the guidelines listed in Policy JFC.
2. Minor Violations are violations that do not violate the law but do violate Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.

### **AGREEMENT of USE:**

I and my parent/guardian understand and agree to:

- I am being issued a division-owned Chromebook at no cost to me and my parent/guardian for instructional use at school and home.
- I am responsible for the care and upkeep of the issued Chromebook and its accessories.
- My parent/guardian may withdraw the assigned Chromebook and/or computing system access permissions by providing a written notice to the school of record.
- The Chromebook is preloaded with ACPS approved software and at no time will I install any software on the Chromebook.
- The purpose of the Chromebook is for instructional use only and will not be used for purposes which:
- Violate any federal, state, or local law, statute, ordinance, policy, procedure, or regulation including privacy or copyright laws.
- Disrupt or affect the performance or integrity of the Division's computing network.
- For gaining unauthorized access to protected and private network systems, services, and applications.  
I will return the issued Chromebook and any issued accessories in the same condition as I received it.
- This includes the provided hard-shell case/cover and AC power adapter.  
The hard-shell case is to remain on the Chromebook at all times.
- I will not allow the issued Chromebook to be used by any other person(s) for any reason whatsoever.
- I am entrusted with the safeguard and care of the issued Chromebook. While in my care, if the Chromebook becomes lost/stolen or damaged, I understand that I will not be reissued or allowed to take another Chromebook off school premises until all fees are settled.
- Upon leaving ACPS, I will return the issued Chromebook and all assigned accessories in the same condition as I received it.
- If I fail to comply, I understand my information may be reported to the local authorities.

### **Chromebook Fees:**

**Tier 1: \$25.00**

- Missing keys on keyboard
- Minor chassis/casing damage (not impacting other parts of the device).
- Broken camera.
- Broken or lost/stolen power adapter.
- Broken speaker.
- Replacement hard-shell case.
- Additional damages, as applicable

**Tier 2: \$40.00**

- Moderate chassis/casing damage (impacting other parts of the device).
- Additional damages as applicable.
- Combined Tier 1 damage as applicable.

**Tier 3: \$50.00**

- Damaged screen.
- Major chassis/casing damage (impacting other parts of the device).
- Additional damages as applicable.
- Combined Tier 1 and Tier 2 damage, as applicable

**Tier 4: Device Replacement: \$350.00 for Touch / \$315.00 non-Touch**

- Device replacement due to being damaged beyond repair.
- Device replacement due to being lost or stolen.

**\*\*Note:** The items listed above are examples of damages and associated costs. This is not an exhaustive list and additional items may be included.

Upon leaving ACPS, I will return the issued Chromebook and all assigned accessories. If I fail to comply, I understand my information may be reported to the local authorities.

**ACKNOWLEDGEMENT:**

My signature and the signature of my parent/guardian affirms that we understand and agree to this agreement and to ACPS Policy GAB/IIBEA, Acceptable Use Policy.

I understand I am being issued a division-owned Chromebook at no cost to me or my parent or guardian.

As a student of ACPS, I understand I am responsible for the care and upkeep of the issued Chromebook and its accessories.

I understand I will be charged a fee if the Chromebook is lost, stolen, or damaged and further understand that I will not be reissued a Chromebook until assessed fees are paid in full

The parent/guardian may withdraw computer system access permission by providing a written notice to the school.



# SEPTEMBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					<b>1</b> TEACHER WORK DAY	<b>2</b>
<b>3</b>	<b>4</b> ACPS SCHOOLS CLOSED LABOR DAY	<b>5</b> FIRST DAY FOR STUDENTS FIRST NINE WEEKS SCHOOL BOARD MEETING (MES) WORK SESSION	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b> PARENT UNIVERSITY (MES)
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b> SCHOOL BOARD MEETING REGULAR SESSION <i>Division Wide 3rd Grade Field Trip Duncan Farms</i>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b> TEACHER WORK DAY  2 HOUR EARLY DISMISSAL	<b>28</b>	<b>29</b>	<b>30</b>

# OCTOBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>1</b>	<b>2</b>	<b>3</b> SCHOOL BOARD MEETING (MES) WORK SESSION	<b>4</b>	<b>5</b> INTERIM REPORTS ISSUED	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b> <i>Secondary Special Olympics</i>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b> SCHOOL BOARD MEETING REGULAR SESSION	<b>18</b> TEACHER WORK DAY  2 HOUR EARLY DISMISSAL	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>	<b>31</b>				



# NOVEMBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 END OF FIRST 9 WEEKS	7 TEACHER WORK DAY (No School)	8 BEGIN SECOND 9 WEEKS	9	10	11
12	13 REPORT CARDS ISSUED	14 SCHOOL BOARD MEETING (MES) WORK SESSION	15	16	17	18 <i>Community Resource Fair</i>
19	20	21 SCHOOL BOARD MEETING REGULAR SESSION 2 HOUR EARLY DISMISSAL	22	23 THANKSGIVING VACATION (No School)	24	25
26	27	28	29	30	31	

# DECEMBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5 SCHOOL BOARD MEETING (MES) WORK SESSION	6 TEACHER WORK DAY 2 HOUR EARLY DISMISSAL	7	8	9
10	11	12	13 INTERIM REPORTS ISSUED	14	15	16
17	18	19 SCHOOL BOARD MEETING REGULAR SESSION	20 2 HOUR EARLY DISMISSAL	21 WINTER VACATION (No School)	22	23
24	25	26	27 WINTER VACATION (No School)	28	29	30
31						

# JANUARY 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>1</b> WINTER VACATION (Schools Closed)	<b>2</b> SCHOOLS REOPEN SCHOOL BOARD MEETING (MES) WORK SESSION	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> TEACHER WORK DAY  2 HOUR EARLY DISMISSAL	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b> MARTIN LUTHER KING DAY (Schools Closed)	<b>16</b>  SCHOOL BOARD MEETING (MES) REGULAR SESSION	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>  FIRST SEMESTER EXAMS	<b>25</b> FIRST SEMESTER EXAMS END OF 9 WEEKS	<b>26</b>  TEACHER WORK DAY (No School)	<b>27</b>
<b>28</b>	<b>29</b>  STAFF DEVELOPMENT (Schools Closed)	<b>30</b>  BEGIN THIRD NINE WEEKS	<b>31</b>			

# FEBRUARY 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				<b>1</b>  REPORT CARDS ISSUED	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>  SCHOOL BOARD MEETING (MES) WORK SESSION	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b> PRESIDENTS' DAY (SCHOOLS CLOSED)	<b>20</b>  SCHOOL BOARD MEETING (MES) REGULAR SESSION	<b>21</b> TEACHER WORK DAY  2 HOUR EARLY DISMISSAL	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>		

# MARCH 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					<b>1</b> INTERIM REPORTS ISSUED	<b>2</b>
<b>3</b>	<b>4</b>	<b>5</b> SCHOOL BOARD MEETING (MES) <i>WORK SESSION</i>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b> TEACHER WORK DAY  2 HOUR EARLY DISMISSAL	<b>14</b>	<b>15</b> <i>Elementary All County Chorus Concert (NHS)</i>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b> SCHOOL BOARD MEETING (MES) <i>REGULAR SESSION</i>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>  <b>31</b>	<b>25</b>	<b>26</b>	<b>27</b> SPRING VACATION (Schools Closed)	<b>28</b>	<b>29</b>	<b>30</b>

# APRIL 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>1</b> SPRING VACATION (Schools Closed)	<b>2</b> SCHOOL BOARD MEETING (MES) <i>WORK SESSION</i>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> END OF THIRD 9 WEEKS	<b>11</b> BEGIN FOURTH 9 WEEKS	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b>	<b>16</b> SCHOOL BOARD MEETING (MES) <i>REGULAR SESSION</i>	<b>17</b> REPORT CARDS ISSUED TEACHER WORK DAY 2 HOUR EARLY DISMISSAL	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b> <i>Arcadia High School Prom</i>	<b>27</b> <i>Tangier Combined School Prom</i>
<b>28</b>	<b>29</b>	<b>30</b>				

# MAY 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7 SCHOOL BOARD MEETING (MES) WORK SESSION	8 TEACHER WORK DAY  2 HOUR EARLY DISMISSAL	9	10  Chincoteague High School Prom	11
12	13  INTERIM REPORTS ISSUED	14  Chincoteague High School Athletic Banquet	15  Chincoteague High School Senior Banquet	16	17	18  Nandua High School Prom
19	20  Chincoteague Elementary Kindergarten Graduation	21  SCHOOL BOARD MEETING (MES) REGULAR SESSION	22  Arcadia High School Senior Banquet  Pungoteague Elementary Kindergarten Graduation	23  Accawmacke Elementary Kindergarten Graduation	24  Metompkin Elementary Kindergarten Graduation	25
26	27  MEMORIAL DAY (Schools Closed)	28  Kegotank Elementary Kindergarten Graduation	29  Dare Day All 5th Graders NHS (Rain Date May 31st)  Chincoteague Elementary 5th Grade Graduation  Nandua High School Senior Banquet	30  Pungoteague Elementary 5th Grade Graduation  Tangier Combined School Senior Banquet	31  2 <sup>ND</sup> SEMESTER SENIOR EXAMS  Metompkin Elementary 5th Grade Graduation	

# JUNE 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 2 <sup>ND</sup> SEMESTER SENIOR EXAMS  Accawmacke Elementary 5th Grade Graduation	4  SCHOOL BOARD MEETING (MES) WORK SESSION	5  Arcadia High School Elementary Fitness Meet Rain Date June 7th  Kegotank Elementary 5th Grade Graduation	6  Tangier Combined School Graduation	7  Chincoteague High School Graduation	8
9	10  Arcadia High School Graduation	11  Nandua High School Graduation	12  2 <sup>ND</sup> SEMESTER MIDDLE & HIGH EXAMS	13 2 <sup>ND</sup> SEMESTER MIDDLE & HIGH EXAMS  Middle School 8th Grade Promotion Ceremony END OF 4 <sup>th</sup> 9 WEEKS LAST DAY OF SCHOOL	14  TEACHER WORK DAY	15
16	17  Retirement Banquet	18  SCHOOL BOARD MEETING (MES) REGULAR SESSION	19	20  REPORT CARDS ISSUED	21	22
23  30	24	25	26	27	28	29

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**READ and SIGN**
**Technology Acceptable Use, Parent/Guardian and Student Use Agreement**  
**Form Title: TS-01-F1 ACPS Student Chromebook Agreement Form English**
**Chromebook Service Tag:** \_\_\_\_\_ **Issued to:** \_\_\_\_\_  
Printed Name

Each parent/guardian and student must sign this Agreement before receiving access to use the division's computer system. Prior to signing, each parent/guardian and student shall read Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.

**1. I am the parent/guardian of the child named below and, by my signature, I acknowledge that I have received this calendar, which includes copies of:**

- VA 22.1.279.3 entitled "Parental Responsibility and Involvement Requirements";
- Accomack County School Board Policy JFC Student Conduct and associated guidelines and exhibits;
- Accomack County School Board Policy, Attendance Policy.

**2. By signing my child and I acknowledge:**

- My child and I have reviewed and agree to abide by the Mobile Telephone Device section to include any associated guidelines and exhibits. We both understand that by bringing a cellular device onto school property, we agree to the rules relating to the possession and use of cellular devices and consequences set forth herein for violations to include confiscation of the cellular device;
- As the parent/guardian, I understand that it is impossible for the school division to restrict access to all undesirable/offensive material and websites and I shall not hold the school division responsible for any information acquired on the ACPS computing system;
- My child and I have reviewed and agree to abide by the Mobile Telephone Device section to include any associated guidelines and exhibits. We both understand that by bringing a cellular device onto school property, we agree to the rules relating to the possession and use of cellular devices and consequences set forth herein for violations to include confiscation of the cellular device;
- As the parent/guardian, I understand that it is impossible for the school division to restrict access to all undesirable/offensive material and websites and I shall not hold the school division responsible for any information acquired on the ACPS computing system;
- My child and I understand the school division may access, monitor, and archive my use of the ACPS computing system, including my use of the Internet, email, downloaded material, etc. without prior notice to me or my parent/guardian

Name of Student : _____	School Attending : _____	_____ (PRINTED)
Signature of Student : _____	Date : _____	_____ (PRINTED)
Printed name of Parent/Guardian: _____	Phone Number : _____	_____ (PRINTED)
Signature of Parent/Guardian : _____	Date : _____	_____ (PRINTED)

**ACCOMACK COUNTY PUBLIC SCHOOLS**  
**PARENTAL STATEMENT OF RECEIPT OF NOTICE OF REQUIREMENTS OF VA CODE §22.1-279.3**

**Notice to parents/guardians: By signing this Statement of Receipt, you shall not be deemed to waive—and you expressly reserve—your rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia, and you have the right to express disagreement with the school's or school division's policies or decisions.**

**READ AND SIGN**

I am the parent/guardian of the child named below and, by my signature, I acknowledge that I have received this calendar, which includes copies of the:

- VA Code §22.1-279.3 entitled "Parental Responsibility and Involvement Requirements"
- Accomack County School Board's Standards of Student Conduct
- Attendance Policy

In addition, by my signature, I also agree to abide by the Acceptable Computer System Use Policy and the policy concerning cellular telephones. By bringing a cellular telephone onto school property, the student/parent agrees to the rules relating to the possession and use of such cell phone and for the consequences set forth herein for violating those rules, including confiscation of the cell phone.

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

Name of child: \_\_\_\_\_ School presently attending: \_\_\_\_\_

Signature of parent: \_\_\_\_\_ Date: \_\_\_\_\_

Printed name of parent: \_\_\_\_\_ Telephone number: \_\_\_\_\_