Roanoke City Public Schools

2023-2024

Standards & Expectations for Student Behavior

We Are One. #RCPSProud

Notice of Non-Discrimination

Roanoke City Public Schools does not discriminate based on race, color, gender/gender identity, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following persons have been designated to handle inquiries regarding the non-discrimination policies under Title IX of the Education Amendment of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975.

Employee Relations	**Facilities Access**
Dominick McKee Chief Human Resources Officer Roanoke City Public Schools Campbell Ave, NW Roanoke, VA 24012 (540)853-2502	Chris Perkins Chief Operations Officer Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-2382
Student Programs/Activities	**Students with Disabilities (Section 504)**
Hayley Poland Assistant Superintendent Student Services Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-1393	Hayley Poland Assistant Superintendent Student Services Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-1393

Title IX

Coordinator: Hayley Poland, Assistant Superintendent of Student Services

Decision Maker: Dominick McKee, Chief Human Resources Officer

Investigator: Dr. Benjamin Lewis, Executive Director of Special Education and Hayley Poland, Assistant Superintendent of Student Services

For questions or concerns regarding student conduct, discipline, or safety please contact:

Hayley Poland
Assistant Superintendent of Student Services
Roanoke City Public Schools
540-853-1393
hpoland@rcps.info

A Message from the Superintendent

Welcome to the 2022-23 school year! We are excited to welcome our students back, and we know it is more important than ever to reiterate our expectations and our Code of Conduct for students attending Roanoke City Public Schools.

We are committed to cultivating an environment where all students feel safe, accepted, and benefit from rigorous, high-quality instruction. You can be assured, the safety of our students and staff is our number one priority.

At Roanoke City Public Schools, we believe:

- All students deserve the opportunity to learn and develop in a positive learning environment.
- Parents have the right to expect a quality education for their students in a safe and orderly learning environment.
- Adults in the schools and in our community have the responsibility to help guide students in developing good citizenship and a keen sense of ethics.
- Parents, guardians, teachers, principals, and school staff must model the behaviors expected of our young people and be vigilant in their efforts to assist students with positive character development.

It is also our expectation that everyone will:

- Respect yourself and others.
- Respect property both at home and at school.
- Respect differing opinions.
- Make wise choices and consider the consequences for your choices.

The Student Code of Conduct was developed in partnership with parents, teachers, students and other members of the community. It defines the conduct code for student behavior, provides school administrators with guidelines for intervention strategies and administering consequences for infractions, and is intended to be a guide for parents and students.

Thank you for reviewing the Code of Conduct with your student and for working with us to ensure our schools provide a safe, nurturing, and healthy environment where all students can learn and grow.

We look forward to a wonderful year.

Please let us know if we can be of assistance and remember, We Are One. RCPS Proud!

Sincerely,

Dr. Verletta B. White
Superintendent

Roanoke City Public Schools
Parent-Student-School Partnership Form 2023-2024

Student Name:_____ID Number: _____

School: _____1st Period Teacher: _____DOB: _____

Please check each box to indicate agreement:

☐ I have reviewed and discussed the Standards and Expectations of Student Behavior and Code of Conduct 2023-2024 with my student. I realize that I may contact the school for any assistance in understanding the rules and regulations. I understand that additional copies of the handbook is available on the RCPS website.

☐ I have reviewed the Parental Responsibility and Involvement Requirements, and I will attend conferences, communicate respectfully with RCPS staff, and work diligently to resolve any student behavior and discipline concerns with the school.

☐ I have received a copy of the Attendance Policy for RCPS located within the Standards and Expectations and Code of Conduct 2023-2024. Virginia State law requires a parent/student referral to Juvenile & Domestic Relations Court when students are truant from school, Code of Virginia § 22.1-258.

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.

My signature acknowledges receipt of the Standards and Expectations of Student Behavior and Code of Conduct. I understand that my student is expected to adhere to the rules and regulations of Roanoke City Public Schools; and, therefore, I agree to support the rules and regulations in the Standards and Expectations of Student Behavior and Code of Conduct.

Parent/Guardian:_____Date: _____

Parent/Guardian:_____Date: _____

Please sign, date, and return to your child's school. Failure to return the signed acknowledgment form may require a meeting with the school principal to discuss the legal responsibilities of the parent/legal guardian.

Student Code of Conduct Pledge
2023-2024

As a student at Roanoke City Public Schools, I pledge to follow the Standards and Expectations of Student Behavior and Code of Conduct, **to respect others** and myself, and to treat everyone in my school community with fairness, respect and consideration or compassion.

I understand and agree that school must be a positive and cooperative environment so that everyone can learn.

I understand that my daily attendance is the key to my success.

I understand that violence, bullying, harassment, disruptive behavior, and abusive language **are unacceptable** and will result in consequences up to and including suspension.

I also understand that I have a responsibility to my fellow classmates to help stop bullying by reporting all repeated and/ or serious incidents that are intended to harm, intimidate, or humiliate another individual.

By signing this pledge, I understand and accept the responsibility of following the Standards and Expectations of Student Behavior and Code of Conduct for as long as I am a student in Roanoke City Public Schools.

Student Name: _____ School:_____
Student Signature: _____ Date: _____

Students must sign, date, and return to school.

Anti-Bullying Position Statement

The Roanoke City Public Schools' community believes that each student has a right to an education free from fear and intimidation. Therefore, bullying/harassment of any form will not be tolerated.

Bullying is the systematic and chronic inflicting of physical hurt or psychological distress on another person. The Code of Virginia § 22.1-276.01 defines bullying as:

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

Bullying is a serious infringement of individual rights and a serious threat to the school climate and the self-esteem and self-confidence of students who are bullied. Therefore, we do not tolerate bullying of any kind.

Bullying behaviors that occur outside of school will not be tolerated especially if they negatively impact school climate (e.g., texting threats in the evening about physically assaulting a person the next day instills a climate of fear and intimidation which compromises the school climate). Such incidents will be investigated and handled by school staff as quickly and expediently as possible.

All students are expected to contribute to the creation and maintenance of a safe and welcoming environment in the school. Any student aware of a bullying situation, in or outside the school, involving members of the school community, should notify a school staff member or call the bullying hotline.
Reporting may be anonymous, and students and parents are encouraged to report any behaviors that they question. Bullying behavior is too serious not to report.

Every report of bullying is treated seriously. Each administrator must promptly open an investigation upon receipt of a complaint of bullying. The principal/principal designee will notify the parent of any student involved in an alleged incident of bullying within twenty-four hours (24) school days of the allegation of bullying.

The response to bullying includes a range of disciplinary action and may not result in punitive consequences if the issue can be resolved using alternative methods. The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable.

Bullying incidents may be reported anonymously using the attached form or by calling the Safe Schools Bullying Hotline at 540-853-1700 or email studentservices@rcps.info.

Roanoke City Public Schools
Bullying Incident Report Form

Directions: This form may be filled out by a student, parent, or staff member and turned in to the principal, assistant principal, or school counselor. Students may also turn the form in to a teacher who will deliver it to the appropriate administrator. You may submit a bullying report form to Student Services if you feel that the issue has not been resolved at the school level.

Please provide as much detail as you can when completing the form. We will contact you within 24 hours after we receive the form.

1. Name of reporter/person filing the report: _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely based on an anonymous report.)

2. Are you the target of the bullying:____Yes____No?

3. Are you:____Student____Staff member____Parent/Guardian____ Administrator or

____Other /Your contact information/telephone number: _____

4. If student, what school do you attend?_____Grade: _____

5. If staff member, name of your school or work site: _____
6. Information about the incident:

- Name of target/victim (of aggression): _____
- Name of aggressor (Person who started the aggression): _____
- Date(s) of incident(s):_____
- Time when incident(s) occurred_____
- Location of incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name:_____Student__Staff__Other__
Name:_____Student__Staff__Other__
Name:_____Student__Staff__Other__

Describe the details of the incident (people involved, what occurred, and what each person did and said, including specific words used). Use additional space on back if necessary.

Signature of person filing this report:_____**Date:** _____
(Note: Reports may be filed anonymously.)

Form given to:_____**Position:**_____**Date:** _____

Signature:_____**Date received:** _____

Bullying incidents may be reported on the Safe Schools Bullying Hotline by calling 540-853-1700.

Cell Phone Promise and Guidelines

RCPS understands that we are living in a society where cell phones and digital devices have become a part of our everyday lives. We also understand that above all, the education of our students is a primary goal. Staff, parents/guardians, school staff, and students recognize and accept that there is a time and place for the use of electronic devices. It is also believed that the use of cell phones in school is a privilege and not a right. RCPS staff reserves the right to limit or control the use of cell phones and digital devices during the school day. RCPS Staff and administration reserve the right to confiscate or ask for any cell phone/device being used in violation of the student conduct rules.

Student Promise

I understand and will follow these rules and procedures:

- Students are allowed to keep their cell phones/devices once they enter the building
- Students must keep cell phones/devices inoperable and face down or out of sight in the classroom, except when permission is granted by the teacher or staff
- Students must honor that the rules of the school, the permission of individual classroom teachers, and the authority of adults will always supersede any need the student may have for their cell phone/device
- Students may only use their cell phone/device in the classroom for educational purposes only as permitted by the teacher
- Students may listen to music with the use of ear buds on their cell phone/device as allowed by school staff

I will not engage in the highly inappropriate activities on cellular phone or other digital media devices. These activities include, but are not limited to:

- Electronic communication that contains inappropriate content, profanity, intimidation or threats to others;
- Sexting, which includes intentionally creating, producing, distributing, presenting, transmitting, posting, exchanging, disseminating, or possessing, through any computer or digital media, any photograph or digitized image or any visual depiction of a person in any condition of nudity, or involved in any prohibited sexual act;
- Academic dishonesty or cheating
- The use of camera or recording features of cellular phones and portable digital media devices in restrooms, locker rooms or for any use constituting an invasion of any person's reasonable expectation of privacy;
- Communicating, in any way with outside groups or individuals to participate in violent acts, or other inappropriate or unlawful activities on school property or at school-sponsored activities
- Refusal to relinquish phone to persons of authority upon request

Students found in violation of these guidelines will receive appropriate disciplinary action in accordance with the RCPS Code of Conduct.

I have read and understand the Cell Phone Promise and Guidelines above and will do my part to respect and improve the learning environment.

Student Name	**Signature**	**Date**

Parent/Guardian Name	**Signature**	**Date**

Standards and Expectations for Student Behavior

Preface

It is the belief of Roanoke City Public Schools (RCPS) that all students have the right to an environment that is safe, drug-free, and conducive to learning. To that end, the ***2023-2024 Standards and Expectations for Student Behavior and Code of Conduct*** was developed to assist parents/guardians and students in understanding the responsibilities, expectations and consequences related to student conduct.

This *Standards and Expectations for Student Behavior and Code of Student Conduct* outlines six (6) student behavior categories and the levels of administrative response(s) that may occur for each. The following factors are used in determining the consequences for a specific violation of the *Code*:

- Age, health, and disability or special education status of the student.
- Appropriateness of student's academic placement.
- Student's prior conduct and record of behavior.
- Student's understanding of the impact of his/her behavior.
- Student's willingness to repair the harm caused by his/her behavior.
- Seriousness of the behavior offense and the degree of harm caused.
- Impact of the incident on the overall school community.
- Whether the student's violation threatened the safety of any student or staff member.
- The possibility that a lesser intervention would adequately address the violation.

Rules of Student Conduct apply to students at all times:

- **In school buildings**
- **On school grounds**
- **On buses and other school vehicles**
- **At bus stops**
- **Walking to and from school**
- **At school and school-related activities both on and off school property**
- **Off school property and outside school hours if the conduct is detrimental to the school or, adversely affects school discipline or results in a criminal charge or conviction.**

Consistent with Virginia Code 22.1- 253.13.7.D.3, the standards contained herein are designed to ensure that learning occurs in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

The Roanoke City Public School System expects all students to put forth their best efforts in all school related activities. To accomplish this, students must recognize their individual responsibilities, and they must behave in accordance with Roanoke City Public Schools' Student Code of Conduct.

Students are subject to corrective disciplinary action for misconduct that occurs when the acts lead to (1) an adjudication of delinquency or a conviction for an offense listed in § 16.1-305.1, of the *Code of Virginia* (unlawful purchase; possession or use of a weapon; homicide; felonious assault and bodily wounding; criminal sexual assault; manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances or marijuana; arson and related crimes; and burglary and related offenses), criminal street gang activity or recruitment for such activity, or an act of violence by a mob, or (2) a charge that would be a felony if committed by an adult or (3) disruption of the learning environment.

The School Board does not discriminate based on race, color, national origin, religion, sex, age, gender/gender identity or disability in any of its programs and activities.

Virginia Laws and Regulations

The importance of ensuring that schools are safe and conducive to learning is reflected in numerous laws enacted by the Virginia General Assembly and regulations established by the Virginia Board of Education. Among other responsibilities, local School Boards are required to:

- Establish policies "designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights" (§22.1-253.13:7.D.3, Code of Virginia),
- Adopt codes of student conduct and procedures for suspension and expulsion (§22.1-279.6.B, Code of Virginia),
- Develop programs to prevent violence and crime on school property and at school sponsored events. (§22.1-279.9, Code of Virginia).

Regulations Establishing Standards for Accrediting Public Schools in Virginia state that principals are responsible for effective school management that promotes "a safe and secure environment in which to teach and learn." Principals must "ensure that the school division's student code of conduct is enforced and seek to maintain a safe and secure school environment." Administrators must also ensure "a written procedure. . . for responding to violent, disruptive or illegal activities by students on school property or during school sponsored activity." (Section 8 VAC 20-131-210.A and B and 20-131-260.C.3).

Promoting Positive Student Behavior

The Virginia Department of Education provides guidance for school divisions to align practices and policies to ensure equity in *Navigating EdEquity: Virginia's Roadmap to Equity*, which defines education equity as the elimination of the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status, or languages spoken at home." Equity in school discipline and Positive Behavioral Interventions and Supports (PBIS) recommends that school-wide discipline should include a five-point multicomponent approach to reduce disproportionality and ensure equity in school discipline. Below is the multicomponent approach RCPS implemented:

- Evaluate student code of conduct and school discipline policies for gender, racial, ethnic, linguistic, and cultural biases;
- Collect, use, and report disaggregated discipline data that clearly identify disparate discipline outcomes and utilize this data to inform professional development planning (A free guide to examine school discipline data is available at Safe Supportive Learning);
- Provide implicit bias training and implement protocols to mitigate bias in discipline decisions;
- Develop policies that include accountability for discipline disproportionality; and
- Implement a behavior framework that is preventative, restorative, multi-tiered, and culturally responsive. [1]

The multicomponent approach along with research and guidance from EAB and VDOE, RCPS developed and outlined the Four Components of Positive Student Behavior. Within each component, RCPS has outlined and described standards and expectations for our school community to support, encourage, and further the Four Components of Positive Student Behavior.

[1] A 5-Point Intervention Approach for Enhancing Equity in School Discipline: McIntosh, K., Girvan, E.L., Horner, R. H., Smolkowski, K. & Sugai, G. (2018). A 5-point approach for enhancing equity in school discipline. OSEP Technical Assistance Center on Positive Behavior Interventions and Supports.

Safe

- RCPS community members must know and understand the **RCPS Standards and Expectations for Student Behavior**
- RCPS is a drug and weapons-free environment
- If you see something - say something

Support

- RCPS is a community that values mutual respect
- RCPS expectations for student behavior shared with all stakeholders
- Resources are available to assist members of our school community in a judgement-free environment

Engaged

- RCPS and school social media are followed and shared in a positive manner
- Authentic relationships are created with members of the school community
- All students are prepared to learn and all teachers are prepared to teach engaging lessons every day

Connected

- Open communication between and among all stakeholders is valued
- Family engagement activities are key to building lasting relationships

The Role of the Principal

The principal is recognized as the instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. The principal shall ensure that the division's Student Code of Conduct is enforced and seek to maintain a safe and secure school environment. The school administration must ensure a written procedure, in accordance with guidelines established by the local Board for responding to violent, disruptive, or illegal activities by students on school property or during a school-sponsored activity.

When a student is suspended, a letter of suspension must be given to the parent/guardian at the time of suspension as notice of the infraction and administrative actions taken. This letter is to be given directly to the parent/guardian if the student is being picked up on the day of the offense; otherwise, the suspension letter may be mailed or sent home with the student if age appropriate.

If a criminal violation is committed, the School Resource Officer, Sheriff Deputy, or 911 is to be called immediately.

Code of Virginia: 20-131-210.A and B; 20-131-260.C.3; 22.1-277; 22.1-279.6.

The Role of the Superintendent

At the school division level, the superintendent administers discipline policy. The superintendent gives the authority to the Assistant Superintendent of Student Services to conduct disciplinary hearings, suspend for more than ten days, investigate incidents, and prepare recommendations for action by the School Board. Virginia law defines the designee as a "(i) trained hearing officer or (ii) professional employee within the administrative offices of the school division who reports directly to the division superintendent and who is not a school- based instructional or administrative employee" (§22.1-276.01.B, Code of Virginia).

The Role of the School Board

The Roanoke City Public School Board has the authority to establish student conduct policies and procedures, often referred to as "discipline policies." Final administrative authority for all disciplinary matters rests with the School Board which determines how and under what circumstances a disciplinary action may be appealed. Only the Roanoke City School Board has the authority to expel a student from school.

The Role of Faculty and Staff

According to Virginia's Standards of Accreditation (8VAC20-131-220), "The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy…" Teachers are responsible for establishing and maintaining a safe, supportive environment that is developmentally and culturally appropriate and that promotes student academic, behavior, and social-emotional development. Developing positive relationships with students that are built on mutual trust and respect has been shown to demonstrate some of the highest positive effects on student achievement and behavior. Developing relationships requires "specific skills of the teacher such as the skills of listening, empathy, caring, and having a positive regard for others." The impact of teacher-student relationship variables include gains in positive behavior, critical/creative thinking, mathematics skills, verbal skills, and overall grades.

Because there is a correlation between student behaviors, positive school climate, academic achievement, and in an effort to keep students in the classroom with uninterrupted instruction, teacher responsibilities include:

- Developing positive relationships.
- Developing a safe and positive physical environment.
- Teaching (and reteaching when necessary) behavioral expectations.

- Reinforcing positive behavior.
- Providing instructional feedback on behaviors.
- Utilizing the school's tiered framework of interventions and supports for students who are not meeting behavioral expectations.
- Maintain responsibility for classroom management.
- Set clear guidelines and expectations in the classroom.
- Hold students accountable for standards set forth by the school and school system.
- Refer students to the office when the situation cannot be handled by the teacher.
- Contact parents when students have violated policies on the day of the incident if possible.
- Recognizing personal stress, reactions that may escalate negative student behavior, and personal bias.
- Using individual and classroom data to progress monitor student behavior and the teacher's responses to behavior.
- Take appropriate action when violations of *Student Code of Conduct* occur.
- Report violations of the law immediately to the principal.

If a student is not meeting the behavioral expectations and the teacher has implemented classroom or school-based interventions as outlined in school procedures, the teacher may request that a student be removed from a class.

The Role of Law Enforcement Agencies

Law enforcement agencies are required to notify the division superintendent, a principal, or a designee when a student in their school commits certain offenses that would be a felony if committed by an adult or a violation of the Drug Control Act, or an adult misdemeanor as listed in Virginia Code 22.1-279.3:1.A. and whether the student is released in the custody of his parent or, if 18 years of age or more, is released on bond. Any school superintendent receiving notification that a juvenile has committed an act that would be a crime if committed by an adult must report the information to the principal where the student is enrolled.

Code of Virginia: 22.1-279.3:1. A and B; 16.1-260

Student Responsibilities and Rights

The following statements summarize students' rights and responsibilities. They help explain the relationship between and among students. In exercising their rights, students shall not disrupt the educational process or violate, endanger, or deny the rights of others.

Student rights and responsibilities include the right to have rules and procedures applied equally without regard to race, ethnicity, religion, gender, social, or national origin. Additional rights and responsibilities include:

Right – To all of the rights expressed and guaranteed by the United States Constitution and by federal, state, and local laws.

Responsibility - Obey all federal, state, and local laws.

Right – To benefit from a school climate that provides a safe and orderly environment.

Responsibility - Comply with school rules on any school property, including school buses and at school functions. Observe the rights of other students, school employees, and visitors. Make the appropriate persons aware of violations involving drugs, alcohol, weapons, or firearms.

Right – To expect that school personnel will concentrate on the business of teaching and learning.

Responsibility – Use all educational opportunities that are provided.

Right – To expect and receive courtesy, fairness, and respect from members of the school staff and other students.

Responsibility - Conduct him/herself in a responsible manner. Comply with reasonable requests and directions given by those in authority. Respect each other.

Right – To review personal educational records if eighteen years of age or older.

The rights listed above do not permit a student to disrupt the educational process, to break school rules, to present a health or safety hazard, or to disregard directions given by those in authority. Individual rights end when they infringe upon the rights of others.

Parent Responsibilities

Parent means biological parents, step-parents, guardians, or any other person authorized to act on behalf of a parent; provided that a person whose parental rights have been terminated in accordance with the law will not be deemed a parent for purposes of this Handbook.

RCPS recognizes the importance of the partnership between schools and families in making schools safe, effective learning environments and in promoting the social-emotional development of children. RCPS emphasizes the significance of positive communication between families and educators and encourages avenues for families to communicate their concerns, provide suggestions, and access information regarding their children to create a positive partnership between families and schools, thus strengthening the school community.

Virginia law requires parents/guardians to assist the school in enforcing the ***Student Code of Conduct,*** as well as, compulsory school attendance.

Parents are expected to maintain regular communication with school personnel and are expected to bring to the attention of school authorities any concerns or problems that may affect their student or others.

Virginia law requires a parent/guardian to provide a public school, upon registration of a student, information concerning criminal convictions or delinquency adjudications for various offenses. Among these offenses are homicide, felonious assault and bodily wounding, criminal sexual assault, manufacture, sale, or distribution of Schedule I or II controlled substances or marijuana, arson, burglary and robbery, prohibited street gang activity, and recruitment for street gang activity.

Parents/guardians are expected to sign a statement acknowledging the receipt of the ***Student Code of Conduct*** and return it to the school.

Code of Virginia § 22.1-279.3. Parental Responsibility and Involvement Requirements

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 compulsory school 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.

The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

The school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. 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 ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or designee determines that readmission, without parent conference, is appropriate for the student.

If parents fail to comply with the law, a school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance. If found, guilty, the court may order the parent to so meet; to participate in such programs to improve the student's behavior or school attendance or may order the parent to pay a civil penalty.

Code of Virginia: 22.1-279.3; 22.1-3.2.A and B

Meeting the Needs of the Whole Child

Meeting the needs of the whole child is important to establishing a safe learning environment where students can achieve the goals of the Profile of a Graduate. The Association for Supervision and Curriculum Development (ASCD) identifies five tenets of whole child education shown in Figure 1.1, with ten indicators

for each tenet. The full list of Whole Child Indicators is available from ASCD.[2]

ASCD Whole Child Tenets Source: Association for Supervision and Curriculum Development
Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle. **Safe:** Each student learns in an environment that is physically and emotionally safe for students and adults. **Engaged:** Each student is actively engaged in learning and is connected to the school and broader community. **Supported:** Each student has access to personalized learning and is supported by qualified, caring adults. **Challenged:** Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

With these tenets in mind, creating a tiered framework to ensure each child is educated in a safe, supportive learning environment is the first step for reducing exclusionary discipline practices. The *Virginia Guidelines for the Reduction of Exclusionary Discipline* Practices focuses on establishing a positive and preventive learning environment using tiered systems of support. The strategies within a tiered system will vary by locality depending upon the needs and resources of each school community. The commitment of culturally competent school staff, the collection and use of real-time data, and the engagement of family/community form the foundation of a tiered system focused on prevention. A tiered system creates universal, targeted, and intensive supports to meet the academic, social-emotional, and behavioral needs of students. It includes alternatives to exclusionary practices that provide academic, behavioral, and social-emotional supports for students who are not meeting behavioral goals.

Data Driven Decision Making

School wide and individual student achievement, attendance, and discipline data should be collected and analyzed on a regular basis to identify resources and needs and to ensure the equitable impact of policy. School climate surveys of students, staff, and families are important to understanding the strengths and challenges of a school. Analysis of this data leads to a process of designing and implementing a tiered approach for developing core expectations and the methods that will be used to teach, redirect, intervene, and implement supports for students when they meet or do not meet the behavioral expectations established by the school community.
At least annually, the school board and school administrators should review school-level discipline data by race, gender, disability status, socio-economic status, and the intersections of those categories. The review should identify and analyze gaps between these categories and subcategories and should be used to inform plans to address disparities revealed in the analysis. The review should also include input from students, parents, and teachers.

Cultural Competency

To construct an equitable school climate that represents the diverse demographics of American students, training teachers and administrators to be culturally competent is critical to creating safe learning environments where every student can succeed.

> "In an equitable classroom environment, students of all backgrounds (e.g., race, nationality, gender) have the same opportunities to learn and develop their knowledge. To create an equitable learning environment, educators must be culturally competent and possess the ability to communicate and work

[2] "Whole Child Indicators." Association for Supervision and Curriculum Development.

effectively across cultural lines." [3]

The Virginia Department of Education outlines the characteristics of a culturally responsive school on its Virginia is for Learners website for Cultural Competence. A culturally competent school promotes equity at the institutional, personal, and instructional level. The policies and procedures of the institution are intentionally designed to reflect the beliefs and practices of not just the dominant culture, but of the whole community. Each person in the school has a clear understanding of his or her own cultural norms and bias and is able to work outside of those norms to build positive relationships with others. For instructional purposes, cultural competency means that teachers include varying perspectives in their daily lesson plans. Diversity is celebrated as strength. Teachers have access to resources, materials, activities, and strategies to enrich the curriculum and make it accessible to students from varying backgrounds. Teachers are trained in equitable classroom management strategies that allow them to adapt instructional approaches, be sensitive to how others deal with conflict, be able to state their expectations in a variety of ways, and focus on the positive aspect of a diverse world. Hanover Research provides an overview of a culturally competent environment, some guidelines for creating that environment, and a tool for measuring culturally competent classrooms in Closing the Gap: Creating Equity in Education. In 2021, the Virginia Senate Bill 1196 added a section numbered § 22.1-298.7. Teachers and other licensed school board employees; cultural competency training:

1. Each school board shall adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.

2. That no later than December 31, 2021, the Board of Education shall issue guidance that establishes minimum standards for the cultural competency training required pursuant to § 22.1-298.7 of the Code of Virginia, as created by this act.

3. That each school board employee who is required to complete a cultural competency training pursuant to § 22.1-298.7 of the Code of Virginia, as created by this act, shall complete at least one such training no later than the beginning of the 2022–2023 school year.

Family Engagement

Involving families in the overall mission and goals of the school is an important component of creating a school climate that is safe and supportive. "Effective partnerships draw on the talents, strengths, and capacity of the school community to enhance the learning environment for all students and address the barriers to family engagement."[4] Link: The School Discipline Consensus Report provides a broad range of research on family engagement strategies that focus on the following goals:

- Embracing a philosophy of shared power and responsibility;
- Recognizing and celebrating diversity;
- Building trusting collaborative relationships; and
- Respecting and addressing families' needs.

Attendance Policy

Under Virginia law, students are responsible for attending school every day that school is in session. Policy JED, Student Absences/Excuses/Dismissals, contains the specific information related to student attendance as summarized here. Absences, tardies, and/or early dismissals must have documented approval from a parent and/or school personnel. Within five days of the absence from school, the parent shall provide documentation to the appropriate school staff to excuse the absence. Classwork for excused

[3] *Closing the Gap: Creating Equity in Education.* (2017) Hanover Research, 4401 Wilson Boulevard, Suite 400, Arlington, VA, 22203, 2017. Pg. 3

[4] Morgan, E., Salomon, pg. 61.

absences may be made up according to Regulation 724-1. The student or parent is responsible for obtaining assignments. Students arriving late to school should follow the school's procedures for checking in.

Absences are excused for reasons such as:

- Illness or quarantine of student
- Doctor or dentist appointment
- Death in the family
- Observance of a religious holiday
- Summons to a court of law
- Violent storms or state emergencies
- Suspensions
- Severe family emergencies
- College visitation
- Additionally, for middle and high school students, at least one school day per school year to engage in a civic event.

Examples of unexcused absence may include but are not limited to, the following reasons:

- vacations,
- childcare situations,
- all-day or class truancy,
- missing a ride, or a bus, or car trouble,
- failure to produce an appropriate explanation or requested documentation for an absence,
- prearranged absences without prior approval of the school principal,
- non-school-related activities, or
- other reasons unacceptable to the principal or principal's designee.

This definition holds for all day and period absences.
The superintendent, by regulation, establishes procedures for appropriate interventions when a student engages in a pattern of absences for less than a full day, the explanation of which, if it were a full-day absence, would not be an excused absence.

The superintendent's regulations include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations ensure that a student is not deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reason of such absence, if the absence is verified in an acceptable manner.

Students shall attend school for a full day unless excused by the principal or principal's designee.

High school students may spend a maximum of ten (10) school days each academic year participating in High School to Work Partnerships established pursuant to guidelines developed by the Board of Education. Students who miss a partial or full day of school while participating in Partnership Programs are not counted as absent for the purposes of calculating average daily membership. The superintendent's regulations include procedures by which students may make up work missed while participating in a High School to Work Partnership.

An attendance officer, or a division superintendent or superintendent's designee when acting as an attendance officer pursuant to Virginia Code § 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Virginia Code § 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Virginia Code § 16.1-228.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.

II. Compulsory Attendance Procedures

Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, or the parent provides a reason for the absence that is unacceptable to the school administration, the school principal, principal's designee, attendance officer or other school personnel or volunteer notified the parent by phone, email or other electronic means to obtain an explanation. School staff records the student's absence for each day as "excused" or "unexcused." Early intervention with the student and parent or parents takes place for repeated unexcused absences.

A. Upon Fifth Absence Without Parental Awareness and Support

If (1) a pupil fails to report to school for a total of five (5) scheduled school days for the school year, and (2) there is no indication that the pupil's parent is aware of and supports the absence; and (3) a reasonable effort to notify the parent has failed, then the principal or principal's designee makes a reasonable effort to ensure that direct contact is made with the parent in person, through telephone conversation, or through the use of other communication devices to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or principal's designee, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

B. Upon Additional Absences Without Parental Awareness and Support

If the pupil is absent for more than one additional day after direct contact with the pupil's parent and school personnel have received no indication that the pupil's parent is aware of and supports the pupil's absence, the school principal or principal's designee shall schedule a conference with the pupil, the pupil's parent and school personnel. Such conference may include the attendance officer and other community service providers to resolve issues related to the pupil's nonattendance. The conference shall be held no later than ten (10) school days after the tenth absence of the pupil, regardless of whether the student's parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or principal's designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and pupil's parent within ten (10) school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in VA Code § 16.1-228 or (ii) institute proceedings against the parent pursuant to VA Code § 18.2-371 or § 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this policy. In the event that both parents have been awarded joint physical custody pursuant to VA Code § 20.124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

III. 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.

IV. Attendance Reporting

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

IV. Dismissal Precautions

Principals do not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students are released only on request and authorization of parent or guardian. The superintendent establishes procedures for release of pupils who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system is maintained in each school.

Preventive and Positive Approaches to Discipline

Tiered Systems of Support

Tier 1 or Universal Supports

A multi-tiered system of support includes prevention strategies at Tier 1 to establish positive expectations and the systems to teach and reinforce those expectations. The universal components needed to create a learning environment that reduces the use of punitive, exclusionary practices are listed below.

Components of Schoolwide Prevention at Tier 1 • **Establishing and teaching core behavioral expectations,** • **Aligned school counseling program,** • **Family engagement practices,** • **Challenging, engaging academic curriculum,** • **Social-emotional Curriculum,** • **Health curriculum,** • **Bullying prevention,** • **Restorative approaches to relationship building and problem solving, and** • **Professional Learning Opportunities (PLO).**	**Everyone in the school is responsible for teaching and modeling core expectations, though specific groups of adults may hold more responsibility for some components. For example, classroom teachers might be responsible for explicitly teaching behavioral expectations, but the school administrative and support staff must model and reinforce appropriate behaviors. Lunchroom monitors may teach the application of the core expectations in the lunchroom, gym teachers in the gym, art teachers in the art room, etc. School programming is designed to support students' academic and social-emotional development. A Student Assistance Programming (SAP) or other school-based team analyzes data regularly. School climate surveys are conducted and used with other data sources to determine needs and set priorities.**

Tier 2 or Targeted Interventions and Supports

Tier 2 or Targeted Supports are developed based on data analysis to determine what types of supports some students need to meet behavioral expectations. For example, the data may indicate a need for bullying prevention intervention, substance abuse counseling, anger management, or self-management. Each school will determine the appropriate targeted supports. Resources for providing Tier 2 supports may come from community service providers and other government agencies. School divisions are encouraged to develop memoranda of understanding with other agencies to improve Tier 2 and 3 supports. Targeted Supports include the components listed below.

Components of Tier 2 or Targeted Interventions and Supports • **Meet the core behavioral expectations,** • **Develop social-emotional skills, mindsets, and behaviors,** • **Improve academic achievement,** • **Improve physical and/or mental health,** • **Address substance abuse issues,** • **Restore balance to situations caused by misconduct,** • **Address bias,** • **Address Adverse Childhood Experiences (ACEs), and** • **Engage families**	**A school-developed team manages Tier 2 by assessing needs for targeted group instruction and needed supports. Teams include staff best situated to gather data, identify students who need targeted interventions, and provide access to the interventions. Student Support Team, Student Intervention Team, Student Based Referral Team are all names given to this type of team. Students who participate in these programs are monitored to ensure the effectiveness of the intervention.** ****Staff trained in special education services and behavioral intervention services may provide supports at this level, but not all students who need Tier 2 supports are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need targeted supports as well. Those students for whom the Tier 2 intervention is not effective may be referred for an intensive intervention, the next tier of support service.**

When a student is referred to a school administrator for a disciplinary incident, the administrator may determine that a targeted support is needed in addition to or in lieu of a disciplinary consequence. The administrator should follow a process of investigation and decision-making that keeps the ASCD Whole Child Tenets in mind. Local school divisions are encouraged to design an investigative and decision-making process to assist school administrators in the investigation and to ensure that students are treated equitably within a system that values safety and support.

Tier 3 or Intensive Interventions and Supports

Tier 3 supports are individualized and based on the needs of a single student. Approximately five percent of students in any school population may need Tier 3 supports. A school that exceeds this percentage of students receiving intensive supports should re-visit school data regarding Tier 1 and 2 supports to determine their effectiveness. Placing students in an alternative setting is a Tier 3 intervention and should include a specific plan to allow the student to return to his or her home school.

Components of Tier 3 or Intensive Interventions and Supports	
Wraparound strategies to assist student/family in: • Meeting core behavioral expectations • Developing social-emotional skills, mindsets, and behaviors • Improving academic achievement • Improving physical and/or mental health • Restoring balance to situations caused by misconduct • Addressing Adverse Childhood Experiences (ACEs) • Addressing bias	Mental health, counseling, and community resource providers may be involved in providing supports. Students who display chronic behavioral or academic problems are assessed and an individualized plan is developed to meet their needs and promote achievement. Staff trained in special education services and behavioral intervention services may provide supports at this level, but not all students who need Tier 3 supports are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need intensive supports as well.

Clear Objective Behavioral Expectations

Using a process for collecting and analyzing academic, behavior, attendance, and other available data, local school boards should develop policy and allocate resources for a defined set of instructional and prevention based practices that define, teach, and reinforce clear, objective behavioral expectations. Such practices ensure equity, as defined in policy, and consistency across schools within the division.

Through this policy, school divisions should support schools' use of data to clearly define a set of three to five positively stated, school wide (and aligned classroom), social-emotional and behavioral expectations. These expectations define how staff and students learn, work, and interact in order to establish the positive school climate outlined in school vision and mission statements and/or strategic planning documents. They are, in essence, the curriculum for developing a positive community. As such, this curriculum should be taught, reinforced, prompted, re-taught, and have a continuum of procedures for instructional behavior correction as would be available for the academic curriculum. Parent, student, and community involvement in the development of expectations is critical and expected.

Restorative Approaches to Problem Solving

While restorative justice is a component of all tiers in a tiered system of supports, the underlying philosophy of restorative practices should be part of the Tier 1 foundation and be woven into the fabric of the school's day-to-day operations.

> "Restorative Justice is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible. This philosophy is being applied in multiple contexts, including schools, families, workplaces, and the justice system. Restorative Practices are used to build a sense of school community and prevent conflict by creating positive relationships through the use of regular "restorative circles," where students and educators work together to set academic goals and develop core values for the classroom community."[5]

Fairfax County Public Schools (FCPS) has successfully implemented restorative justice using a tiered approach. "FCPS's restorative justice approach encompasses a continuum of restorative justice practices keyed to the nature of the situation. In addition to interventions, preventive techniques are also used. Methods include restorative conversations, classroom circles, conflict circles, attendance circles, restorative justice conferences, re-entry conferences, and restorative behavior intervention seminars." [6]

[5] Fix School Discipline: Educator's Toolkit. (2017) Public Counsel Publications. Retrieved February 2018 from FixSchoolDiscipline.org. Pg. 13.

[6] Wachtel, Joshua, *Fairfax, Virginia, developing restorative practices in schools, juvenile justice & policing.* Retrieved March 2018 from International Institute for Restorative Practices, (Oct. 3, 2013) https://www.iirp.edu/news-from-iirp/fairfax-virginia-

Restorative practices can be a part of a whole school approach to wrongdoing. At Tier 2, restorative practice involves the intentional intervention on the part of school administration or student assistance teams to remediate harm done. That intervention may involve one of several possible approaches including community conferencing, community service, peer juries, circle process, preventative and post-conflict resolution programs, and/or peer mediation. Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools: A Guide for Educators provides a useful resource for understanding these interventions.
The list below is replicated from *Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools: A Guide for Educators*. It defines the multiple approaches that are commonly considered restorative practices. The *Guide for Educators* is available online and is a recommended resource for understanding and implementing restorative practices.[7] Some of the following practices used alone are considered Tier 2 or Tier 3 interventions, but creating a restorative framework for prevention and intervention within the school is a Tier 1 approach.

Restorative Justice: Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. Restorative justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.

Community conferencing: Community conferencing is a practice that provides students and educators with effective ways to prevent and respond to school conflict. Community conferencing involves the participation of each person affected by the behavior and allows all stakeholders to contribute to the conflict resolution process.

Community service: Community service allows individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.

Peer juries: Peer juries allow students, who have broken a school rule, and trained student jurors to discuss collectively why the rule was broken, who was affected, and how the referred student can repair the harm caused.

Circle process: A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.

Preventative and post-conflict resolution programs: Conflict resolution programs provide students with problem-solving and self-control skills. These programs teach young people how to manage potential conflict, defuse situations, assuage hurt feelings, and reduce any inclination to retaliate after a conflict. Conflict resolution programs walk students through their emotions in the presence of one another and guide them through a team process of addressing the issues that gave rise to the conflict in the first instance. Because conflict resolution addresses and works to resolve the root causes of conflict, it helps prevent future incidents from occurring.

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developing-restorative-practices-in-schools-juvenile-justice-policing.

[7] *Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools.* The Atlantic Philanthropies, March 2014. Retrieved March 2018 from The Schott Foundation for Public Education, 675 Massachusetts Ave., Cambridge, MA 02139. http://schottfoundation.org/restorative-practices. Pg.3.

Peer mediation: One method of resolving conflict with student voice is through peer mediation. "Peer mediation is a demonstrably effective youth leadership model that trains students to help other students resolve differences. Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school."[8] Peer mediation has been shown to reduce discipline referrals, violence rates, and suspension rates.

Informal restorative practices: Informal restorative practices are small ways educators and other school personnel can influence a positive environment. Examples include the use of affective statements, which communicate people's feelings, and affective questions, which cause people to reflect on how; proactive engagement with students and families; mentor relationships; community service; and lunchtime table talks.

School Counseling Programs

The school counseling program is a foundational component of helping students develop the attitudes, skills and behaviors needed to meet the Profile of a Virginia Graduate. The American School Counseling Association (ASCA) recommends the use of Mindsets and Behaviors for Student Success, which describes the "knowledge, skills and behaviors that students should develop to achieve academic success, college and career readiness and social-emotional development."[9] School counselors can use these research-based, grade-level competency standards to assess student growth and development, to construct classroom lessons, to design small groups and activities, and to provide individual guidance as a part of a tiered system of support. The ASCA Mindsets and Behaviors are divided into two categories:

1. Mindset Standards, which focus on "standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work;"[10] and
2. Behavior Standards, which include learning strategies, self-management skills, and social skills.

The school counseling program should be aligned with these standards to provide instruction and support for all students, for groups of students with identified needs, and for individual students with specific developmental needs.
The Virginia Standards of Accreditation provide the regulations for school guidance and counseling programs. The regulations allow school counseling programs to address the academic, career, and personal/social needs of students. School counseling groups for students should be created to address the needs of students based on school data collected through climate surveys, academic progress data, discipline data, and attendance data.

Social-Emotional Learning (SEL)

Social-emotional learning has been attributed to positive attitudes about school and to significant improvement in academic achievement. The Collaborative for Social and Emotional Learning (CASEL) produced a review which found that students who participated in a social-emotional learning program "demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement" over the control group.[11]

Learning social-emotional skills is vital to student development and is directly related to Virginia's Profile of a Graduate, which expects students to demonstrate the "Five C's:" critical thinking, creative thinking, communication, collaboration, and citizenship. A Virginia high school graduate should be able to:

1. Achieve and apply appropriate academic and technical knowledge;

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[8] Education Systems Reform. (n.d.). *Middle School Peer Mediation*. Retrieved March 26, 2013, from http:// esrnational.org/professional-services/middle-school/prevention/peer-mediation/ as cited in Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools. The Atlantic Philanthropies, March 2014.

[9] American School Counselors Association. (2018) ASCA Mindsets & Behaviors for Student Success. Retrieved March 2017 from https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors

[10] Ibid

2. Attain and demonstrate productive workplace skills, qualities and behaviors;
3. Build connections and value for interactions with diverse communities; and
4. Align knowledge, skill, and personal interests with career opportunities.

In order to achieve the goals of Virginia's Profile of a Graduate, students need to develop the following social-emotional competencies:

1. Self-awareness,
2. Self-management,
3. Social awareness,
4. Relationship skills, and
5. Responsible decision-making.

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

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

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

Equitable Processes for Managing Student Behavior

Division policies should include an explanation of and guidance for the use of positive, proactive, preventive, evidenced-based approaches to respond to student behavioral incidents that include appropriate teacher responses. As with academic error correction and feedback, responses to student behavior are anchored in an instructional approach that emphasizes teaching and the modeling of desired behaviors in a supportive classroom environment. A combination of teacher and administrative responses should be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic instructional time.

Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies student behaviors that are teacher managed versus those that are administrator managed.
Such decisions must then be documented in writing and include an explanation of the processes and procedures for addressing student behavior. Effective evidence-based responses within the classroom-managed and administrator-managed categories are delineated within the flowchart. They should be disseminated, taught, and

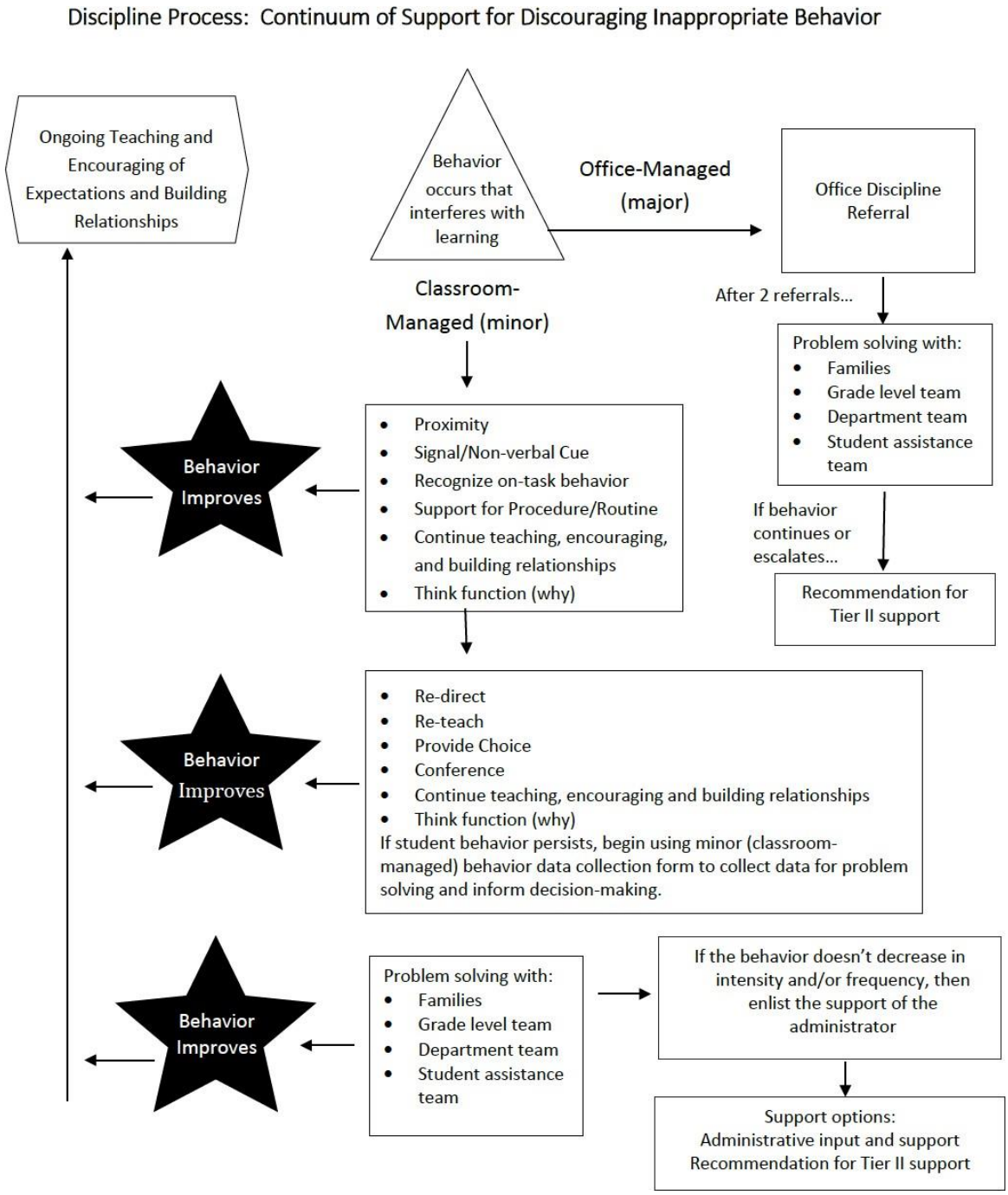
reinforced to the entire school community. Uniform definitions and decision rules applied consistently are essential to ensuring equitable application of disciplinary actions across teachers, grades, and school buildings within a division.

The administrator will:

1. Determine if the behavior is an office-managed behavior (Refer to the Discipline Process Flow Chart in the previous section). If it is a teacher-managed behavior, consider the impact of unconscious bias, classroom management style, the teacher's and student's cultural or religious backgrounds, previously implemented interventions or supports, and trauma-related information. Consult with the teacher, team, school counselor, or other personnel on appropriate next steps to support the teacher in addressing the behavior.
2. If it is an office managed behavior, gather information to determine the complete picture of the situation, including accounts of the event from the student(s) and any background information the student(s) is willing to share.
3. Identify contributing factors and review existing academic and behavioral data and/or previous interventions.
4. Refer to the regulations for students with disabilities if the student is identified as having a disability.
5. Communicate with the family to inform them of the event and gather relevant background information.
6. Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.
7. Ask, "What harm was caused?" Label the behavior using the behavior descriptors; assign the appropriate level of administrative response based on the division's leveled responses, which may include both a disciplinary sanction and/or a behavioral intervention.
8. Refer the student to the appropriate intervention services, if interventions are indicated.
9. Determine and arrange for instructional supports needed to allow the student to continue making academic progress if a disciplinary sanction excludes the student from the regular instructional setting.
10. Inform families of results of the investigation, any disciplinary sanction, instructional supports and/or behavioral interventions that will be provided.
11. Document all disciplinary sanctions, academic supports, and behavioral interventions.
12. Notify the Superintendent Designee and Law Enforcement as required by policy.
13. Initiate a Threat Assessment, as indicated or required.
14. Follow through on the recommendations from the Threat Assessment Team.
15. Develop an action plan to provide for the student's academic and behavioral needs during the suspension or expulsion if the student is suspended or expelled.
16. Set a date for a re-entry meeting if the student is suspended or expelled.
17. Develop an action plan to provide for the student's academic and behavioral needs during the suspension or expulsion if the student is long-term suspended or expelled.

Discipline Process Flow Chart

This flow chart is an example of the process for managing student behaviors through a positive, proactive, preventive, evidenced-based approach



Teacher Responses to Manage Student Behaviors

Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations. Teachers have the authority to remove a student from a class for disruptive behavior in accordance with § 22.1-276.2. of the *Code of Virginia.* Local school boards should establish the process as outlined in the *Code.*

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:	**Examples of Instructional Teacher Responses for Classroom Managed Behaviors:**
• Develop, teach, and maintain clearly defined classroom expectations that are consistent with school wide behavioral expectations and applicable across all classroom settings at all times. • Build positive relationships with students and families. • Model and practice expectations in the appropriate settings. • Reteach/review expectations throughout the school year (i.e., quarterly, after breaks). • Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. • Use more positive than corrective statements (4:1 ratio). • Create a classroom acknowledgement system to increase responsible student behavior. • Implement effective, evidence based instructional practices match to student learning needs. • Actively engage students in the teaching and learning process. • Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education). • Flexible classroom arrangements/seating.	• Restructure/revise classroom practices based on student needs. • Adjust pacing of instruction to increase on-task behavior. • Actively observe and plan for ignoring low-level misbehavior. • Change student seating. • Provide immediate positive feedback when students engage in expected behavior. • Respond calmly, restating the desired behavior. • Use progress-monitoring tools (i.e., behavior chart that includes replacement behavior, on-task monitoring form, reflection sheets). • Communicate and collaborate with parents/guardians and the student's school counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. • Reteach desired behavior. • Problem-solve the behavior during a teacher-student conference using active listening. • Establish and consistently implement corrective responses to student misbehavior (i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time out-not to exceed ten minutes, time-out in another class under adult supervision, loss of privileges). • Facilitate restorative practices with the student and person(s) affected by the student's behavior. • Assign a working lunch to facilitate reteaching or making up missed work (i.e., lunch with teacher to catch up on work, review social story, and reteach behavior).

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses go hand-in-hand with tiered supports, which are more fully described in the *Guidelines for the Reduction of Exclusionary Practices*. Neither is intended to be the sole response to student discipline incidents. The following lists of leveled administrative responses to student behavior are provided as an example of a leveled system of discipline responses.

Code of Conduct

Disciplinary Processes and Procedures

The standards of student conduct apply to all students under the jurisdiction of the Roanoke City School Board. Disciplinary action will be determined based on the facts of each incident in the reasonable discretion of the School Board and other School Board officials. Students are subject to corrective disciplinary action for misconduct that occurs on school property or a school sponsored activity. In addition, disciplinary action may result from incidents occurring off school property, when the act leads to an adjudication of delinquency or a conviction for certain criminal offenses.

Each school has a referral system for student discipline. The school principal and/or designee are responsible for addressing the student's behavior after the teacher/staff referral. The Disciplinary Review Hearing Officer, the Superintendent or their designee, and the School Board provide central office administrative support for school administrators.

Teachers are responsible for handling student discipline through their system of classroom management; however, teachers will refer a student for discipline when the situation is beyond their management. Contact administration to remove the student from class.

Disciplinary Removals

Teacher Removal of Students from Class

Teachers have the initial authority to removed students from class for disruptive behavior. Disruptive behavior is defined as conduct that interrupts or obstructs the learning environment.

For a teacher to remove a student from class for disruptive behavior, the following conditions must be met:

- removal of the student from the class must be necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior,
- interventions by the teacher and/or administrators have been attempted and failed to end the student's disruptive behavior, and
- notice of the student's disruptive behavior and the opportunity to meet with the teacher and/or school administrators must have been provided to the student's parents as described below.

The principal shall ensure that students removed from class under this policy continue to receive an education in accordance with School Board policies.

Application of this policy to students with disabilities shall be consistent with federal and state law and regulations as well as School Board policy regarding students with disabilities.

Teacher deficiencies in classroom management shall be addressed in teacher evaluations pursuant to Policy GCN, Evaluation of Professional Staff.

This policy does not limit or restrict the ability of School Board employees to apply other policies, regulations, or laws for maintaining order in the classroom. See JFCA in the School Board Policy Manual for the entire policy and associated procedures.

Code of Virginia: Section 22.1-276.2.

Suspensions and Expulsions

Students may be suspended or expelled from attendance at school for sufficient cause; however, in no cases may sufficiently cause for suspensions include only instances of truancy. A student may be suspended or

expelled for acts off school property when the acts lead to a court judgment of delinquency, a conviction for very serious crimes, or a charge that would be a felony if committed by an adult.

The school principal shall notify the parents of any student who violates a School Board policy when such violation could result in the student's suspension. When a student is suspended, a letter of suspension must be given to the parent/guardian at the time of suspension as notice of the infraction and administrative actions taken. This letter is to be given directly to the parent/guardian if the student is being picked up on the day of the offense; otherwise, the suspension letter may be mailed or sent home with the student if age appropriate.

Code of Virginia: 22.1-277; 22.1-277; 16.1-305.1; 16.1-260

Short-term Suspensions: Any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days. Prior to a short-term suspension, the school principal or assistant principal shall inform the student of the specific violation and provide the student with the opportunity to respond to these charges. The parent may appeal the suspension by the assistant principal to the principal. The parent may make a written appeal of the suspension by the principal to the Superintendent, or their designee, whose decision will be final. Any student who has been suspended shall not be on any school property or at any school activity for the duration of the suspension period. In no case may a student be suspended based solely on instances of truancy.

No student in preschool through grade three shall be suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

The school principal shall notify the parents of any student who violates a School Board policy, orally or in writing, when such violation could result in the student's suspension. The notice shall state:

1. The length of the suspension.
2. Information concerning the availability of community-based educational programs, alternative programs, or other educational options.
3. The student's availability to return to regular school attendance upon the expiration of the suspension.

Virginia Code: 22.1-277; 22.1-277.04

Long-term Suspensions: Any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if the offense involves weapons, drugs, or serious bodily injury or the school board or division superintendent or their designee finds that aggravating circumstances exist, as defined by the Department of Education. Such definition shall include a consideration of a student's disciplinary history. In the event a student exhibits a pattern of behavior that constitutes him/her as a habitual offender, the principal will initiate a recommendation for a long-term suspension to the Disciplinary Review Hearing Officer. The results of the disciplinary hearing will be reviewed with the Superintendent for approval. Any student who has been long-term suspended shall not be on any school property or at any school activity for the duration of the suspension period without prior approval of the Superintendent or their designee. In no case may a student be suspended based solely on instances of truancy.

The school principal shall notify the parents of any student who violates a School Board policy, in writing, when such violation could result in the student's suspension. The notice shall state:

1. The length of the suspension.

2. Information concerning the availability of community-based educational programs, alternative programs, or other educational options.
3. The student's availability to return to regular school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by the School Board.

Code of Virginia: 22.1-277.05

Expulsions: Any disciplinary action imposed by the School Board or a subcommittee of the School Board whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of expulsion. Expulsion violations are misconducts that would typically result in mandatory 10-day suspension with recommendation for expulsion unless there is an affirmative finding of mitigating circumstances. Violations in this category include, but are not limited to, those pertaining to weapons, drugs, robbery, arson, homicides, and others. The School Resource Officer/DARE Officer will be involved. Age, developmentally appropriate behavior, and ability will be considered for elementary students, but elementary students may also be recommended for expulsion. Students expelled may apply or reapply for readmission in accordance with School Board policy. The schedule for considering applications for readmission is required to be established so that, if the readmission is granted, the student would be allowed to return to school within one calendar year from the expulsion.

Students may be expelled for assault/battery against staff member (firearm or weapon); assault/ battery against staff member (no firearm or no weapon); malicious wounding (no weapon); unlawfully possessing with the intent to distribute, sell, or solicit any schedule I or II drug, marijuana, or anabolic steroid; kidnapping/abduction; robbery; sexual offense or aggravated sexual battery; firearm on school property; or use of bomb or explosive device.

The school principal shall notify the parents in writing when such violation could result in the student's expulsion. The notice shall state:

1. the length of the suspension.
2. information concerning the availability of community-based educational, training, and intervention programs.
3. whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion.
4. a notice advising that the student may request a hearing for readmission the School Board for readmission to be effective one calendar year from the date of expulsion and terms and conditions, if any, for readmission.

Virginia Code: 22.1-277.06; 22.1-276.01

Response to Violations of the Code of Conduct

RCPS faculty and staff will maintain a safe and supportive environment and check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property.

If students violate any part of the Code of Student Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

School administrators and staff will use mutually respectful and accountable intervention strategies, as set forth below, including, but not limited to, restorative practices, staff and student/ parent conferences, professional support staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention.

They may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention, and other alternatives.

The principal may modify this list to meet the unique needs of students. Intervention strategies are not limited to those listed. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Educators will seek the option that maximizes students' learning and pro-social development while prioritizing keeping students engaged in learning.

Any of the following intervention strategies and disciplinary actions may be used alone or in combination:

- Administrator/student conference, written/oral reprimand, or written warning
- Administrator and teacher-parent/guardian conferences
- Referrals and conferences involving various support staff or agencies
- Daily/weekly progress reports
- Behavioral contracts
- Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)
- Behavior intervention teacher training
- Coordinate behavior intervention strategies
- Consultation with a behavioral specialist
- Cooperate with the parent/guardian to ensure follow-through on behavior intervention
- Counseling and psychological services
- Change in student's class schedule
- School or class re-assignment
- Confiscation of inappropriate item
- Support restitution of offense
- Check-in/check-out
- Restoration for all affected parties
- Before- and/or after-school detention
- Denial of participation in class and/or school activities
- Weekend or afterschool detention
- In-school suspension
- Other intervention strategies, as needed
- Out-of-school suspension (short-term) from one (1) school day up to and including five (5) school days
- Out-of-school suspension (short-term) from six (6) school days up to and including ten (10) school days with approval from the Assistant Superintendent of Student Services.
- Law enforcement agency notification

Behavior Contracts

The **Behavior Improvement Contract** is a tool used at the school level after a student has been suspended for a serious violation of the Code of Conduct. To be readmitted to school following suspension, the student and a parent/guardian may be required to meet with the building administrator to review and sign the contract. The Behavior Improvement Contract will define the behaviors expected of the student during the next calendar year and the consequences for failure to meet those expectations.

If students violate the terms of the contract, they shall be referred to the Department of Student Services for review. That office may determine that students should be assigned to another school or alternative program. The Department of Student Services may also create a **Behavior Monitoring Plan** for the student, which will be

monitored by an administrator, behavior specialist, or student support specialist. This person will serve as a support for the student and address challenges the student faces in meeting conduct expectations.

Student Assignment

Any change in the student's educational assignment and the duration of such assignment shall be the decision of the administrator.

The administrator's decision regarding assignment and intervention will be based on information and documentation provided by the teacher, Parent, and others as described in Administrative Actions.

If, and when, the administrator's recommendation is to return the student to the original classroom and the teacher objects, the principal and teacher will first seek resolution to the disagreement. If the issue cannot be resolved at the building level, the teacher, after meeting with the principal, may appeal in writing the principal's decision within one working day to the Assistant Superintendent of Student Services or designee, whose decision shall be final. The Assistant Superintendent of Student Services or the designee's decision will be made within two working days of the teacher's appeal. During the appeal process the student shall remain in the alternative assignment.

If the student returns to a class and continues to disrupt the educational setting, the principal may recommend long-term suspension or expulsion.

Students with disabilities shall be assigned according to school board policy, state regulations and federal law. This policy does not limit or restrict the ability of the school division employees to apply other policies, regulations or laws for maintaining order in the classroom.

Out-of-School Suspension Decision Guide

Suspension is one intervention strategy used for managing inappropriate behavior to maintain safety and a positive school climate. It is most effective when it highlights the parents'/guardians' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behavior of their child. School staff will make every effort to work with parents/guardians and other school and community personnel to ensure a student that has been suspended returns to school with an appropriate plan of action to assist with a successful reentry.

Suspension also allows time for the student to reflect on their behavior, to acknowledge and accept responsibility for the behavior which led to the suspension, and to accept responsibility for changing their behavior to meet the school's expectations in the future.

In determining whether a student's misbehavior is serious enough to warrant suspension, the administrator will consider the safety, care, and welfare of the student, staff, and other students using three-prong criteria:

Criterion 1: Endangerment of persons or property
Criterion 2: Serious disruption of the educational process
Criterion 3: Pattern of misconduct resulting in multiple removals

Students who have been suspended repeatedly or whose behavior, attendance, or progress in school is considered unsatisfactory or at a marginal level of acceptance, must promptly be referred to the school-based referral team.

Appeal Process

Disciplinary actions taken by a school administrator other than the principal (usually the assistant or hall principal), may be appealed in person to the principal. The right to appeal does not pertain to minor disciplinary consequences such as after-school detention or in-school suspension.

Appeals of out-of-school suspension must be communicated to the principal within 24 hours of the suspension notice. Depending upon the seriousness of the infraction, the student may avoid immediate out-of-school suspension and be placed in an alternative setting during the appeal process. Your student may be removed immediately from school if they are a danger to other students or to school property (§22.1-277.04). Parents/guardians who wish to appeal an out-of-school suspension action that is taken by the principal, must appeal in writing within 24 hours to the Superintendent, or assigned designee, whose decision shall be final. Out-of-school suspensions of more than ten (10) days and recommendations for expulsion by the principal must be brought before a Disciplinary Review Committee (DRC) for further consideration.

Discipline of Students with Disabilities

When a disciplinary action is proposed that will result in a disciplinary change of placement, a Manifestation Determination Review (MDR) shall be conducted within ten (10) school days after the date on which the decision to take disciplinary action is made. This review shall be conducted by the Manifestation Team which consists of a local educational agency representative, the parent(s), and relevant members of the IEP or 504 team.

If the behavior is **not a manifestation** of the student's disability, the disciplinary procedures will be applied in the same manner as applied to students without disabilities. The student must continue to receive the educational services necessary to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. In addition, the special education and disciplinary records of the student must be made available to the person who makes the final decision regarding the imposition of discipline.

If the behavior **is a manifestation** of the student's disability, he or she may not be disciplined except to the extent a removal is otherwise permitted by law. The student may be removed to a more restrictive placement by following change in placement procedures through the IEP or 504 process. The IEP team must conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP), if no FBA was conducted previously; or if the student already has an FBA and BIP in place, review and modify the BIP, as necessary to address the behavior.

Dangerous Students with Disabilities: During the process of manifestation determination, a student who is dangerous to himself or herself or to others in the school may receive a more restrictive setting through revision of the IEP with signed approval from the Parent. If the Parent disagrees with the more restrictive placement, the school may use normal disciplinary measures for a student who exhibits dangerous behaviors to include, for example, time-outs or suspension of up to 10 school days, or the school division may also order a change of placement to an alternative educational setting for up to 45 days for certain offenses involving weapons or drugs.

Suspension and/or expulsion of students with disabilities will be in compliance with state regulations and federal law.

Completion of Academic Assignments by Suspended Students

Any student who is suspended from school, whether short-term or long-term, shall receive and complete all

academic assignments (classwork and homework) during the period of the suspension and submit the completed work to their classroom teacher (s) upon their return to school. In addition, the suspended student, upon their return, shall be allowed to complete all quizzes and/or tests given in their absence. A student's failure to complete academic assignments or to take quizzes or tests as required shall be addressed in accordance with the classroom policy regarding incomplete assignments.

Virginia Code: 22.1-279.3:1; 22.1-277.04, 22.1-277.05

Student Behavior Categories

The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional learning and emphasize the importance of helping students achieve academically and develop Social Emotional Learning (*SEL*) competencies.

Behaviors that impede Academic Progress (BAP)	These behaviors impede academic progress of the student or of other students. They are typically indicative of the student's lack of self-control or self-awareness. The student may need help in understanding how the behavior impacts others, so training in social awareness may also be indicated.
Behaviors related to School Operations (BSO)	These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social-awareness skills.
Relationship Behaviors (RB)	These behaviors create a negative relationship between two (2) or more people that does not result in physical harm. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.
Behaviors that present a Safety Concern (BSC)	These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies, so the administrator should investigate the underlying motivation for the student's behavior.
Behaviors that Endanger Self or Others (BESO)	These behaviors endanger the health, safety, or welfare of either the student or others in the school community. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.
Persistently Dangerous (PD)	Behaviors described in the Virginia's Unsafe School Choice Option Policy (PD) required by the federal *Every Student Succeeds Act of 2015*.

The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors.

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

Delivering disciplinary responses to unwanted behaviors is often a needed but never sufficient strategy for

reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies as described earlier in this document.

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

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

Leveled Administrative Responses to Student Behavior

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

In addition, these interventions aim to teach appropriate and alternative behavior, so students can learn and demonstrate safe and respectful behavior. The examples below are neither all-inclusive nor required to be exhausted. All referrals to an administrator should include communication with the family. Family involvement is critical to addressing and changing student behavior.

Level 1 Responses	Administrative responses and interventions at this level are intended to prevent further behavior issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (*appropriate to correct behavior*)
- Restitution instruction and academic support
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- Seat change
- Loss of school privileges
- Confiscation of item or device by the administrator
- Administrator/Teacher/Parent/Guardian conference
- Detention (*before school, at lunch, after school*)
- ISS with behavioral instruction and academic support (up to 2 days for elementary students)

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

- Student conference
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Referral for community-based services
- Saturday school
- Restitution
- Confiscation
- Temporary loss of privileges
- Referral to Individualized Education Plan (IEP) or 504 team
- In-school suspension (1-3 days for elementary students) with behavioral support and restorative practices
- Administrator/Teacher/Counselor/Student conference (*includes re-teaching of expected behavior*)• Schedule change
- Community service (*appropriate to correct behavior*)
- Referral to support services (e.g., *School Counselor, Behavior Interventionist, Mentor Program, and School Based Referral Team (SBRT), School Social Worker, Student Support Specialist, Substance Use and Intervention Program*)

Level 3 Responses

Dependent upon the severity, chronic nature of the behavior and/or safety concerns, behavior(s) on this level may result in the student's short-term removal from school.

- Administrator/Teacher/Parent/Guardian Conference
- Detention
- Referral for community-based services
- Community service
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Referral to law enforcement where required
- ISS with restorative practices (*three - five days*)
- Functional Behavioral Assessment (*FBA*) and Behavior Support Plan (*BSP*) Development (*General Education Students*)
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (*BIP*) Development (*Students with Disabilities*)
- Referral to support services (*e.g., School Counselor, School Social Worker, Student Support Specialist, Mentor Program, Substance Use, and Intervention Program*)
- Short-term OSS *(one - three days for elementary students & one - five days for secondary students*) followed by restorative circle or conference
- Behavior contract (*developed with and signed by the student, parent/guardian, and school officials*)

Level 4 Responses

Interventions and Responses at this level may require a long-term suspension hearing with the Disciplinary Review Committee (DRC). A referral to the DRC does not automatically result in a long-term suspension or change of placement. Some behavior(s) on this level require a report to the superintendent or superintendent's designee as outlined in the Code of Virginia § 22.1- 279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

- Threat Assessment as indicated by the behavior
- Referral to law enforcement, as required
- Long-term revocation of privileges contract
- Restitution via written contract
- Short-term out of school suspension:
  - PK to 3rd grade (one - three days);
  - 4th to 6th grade (four - 10 days); and
  - 7th to 12th grade (five - 10 days)
- Recommendation for a long-term suspension as determined by local policy or by *Student Code of Conduct*.
- Referral for community-based services
- Schedule change
- Parent-Administrator-Teacher-Student behavior

Level 5 Responses

Administrative responses and interventions at this level are reserved for those behaviors that require a recommendation for expulsion. A referral to the DRC may not automatically result in an expulsion or change of placement. Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three school days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

- Threat Assessment as indicated by the behavior
- Referral to law enforcement (*as required*)
- School reassignment: students may be assigned to another school in the division.
- Long term suspension (up to 364 days)
- Recommendation for Expulsion
- Alternative placement

Leveled Responses to Student Behaviors

Category: Behaviors that impede the Academic Progress (BAP)

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

CODE	Behavior	K-5 Response	6-12 Response
BAP1	Interfering with learning in the classroom (*talking, excessive noise, off-task, out of seat, possessing items that distract, etc.*)	Level 1	Levels 1-2
BAP2	Interfering with learning outside of the classroom (*excessive noise, interrupting a class, etc*.)	Level 1	Levels 1-2
BAP3	Scholastic dishonesty (*cheating, plagiarism*)	Levels 1-2	Levels 1-2
BAP4	Unexcused tardiness to class (Exclusionary discipline sanctions may not be used as the administrative response)	Level 1	Level 1
BAP5	Unexcused tardiness to school(Exclusionary discipline sanctions may not be used as the administrative response)	Level 1	Level 1

Category: Behaviors related to School Operations (BSO)

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

CODE	Behavior	K-5 Response	6-12 Response	SRO
BSO1	Altering an official document or record	Levels 1-2	Levels 1-2	
BSO2	Giving false information, misrepresentation	Levels 1-2	Levels 1-2	
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	Levels 1-3	Levels 1-2	
BSO4	Failure to be in one's assigned place	Levels 1-3	Levels 1-2	
BSO5	Failure to attend assigned disciplinary setting (*detention, in-school suspension*)	Levels 1-3	Levels 1-2	
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	Levels 1-3	Levels 1-2	
BSO7	Dress Code Violation	Level 1	Levels 1-2	
BSO8	Gambling (*games of chance for money or profit*)	Level 1	Levels 1-2	
BSO9	Possessing items that are inappropriate for school (*examples include toys, literature, electronics*)^	Levels 1-2	Levels 1-2	
BSO10	Possession of stolen items^	Levels 1-2	Levels 1-2	
BSO11	Unauthorized use of school electronic or other equipment	Levels 1-2	Levels 1-2	
BSO12	Violation of the Acceptable Use of Technology/Internet policy	Levels 1-2	Levels 1-2	
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	Levels 1-2	Levels 1-2	
BSO14	Vandalism, graffiti, or other damage to school or personal property	Levels 1-2	Levels 1-2	*
BSO15	Student is not going to class as assigned (Exclusionary discipline sanctions may not be used as the administrative response)	Level 1	Level 1-3	
BSO16	Student is in an unauthorized area of campus	Level 1-2	Level 1-3	

PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

^ Items **will** be confiscated and not returned.

Category: Relationship Behaviors (RB)

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

SBAR	Behavior	K-5 Response	6-12 Response	SRO
RB1	Bullying with no physical injury	Levels 1-3	Levels 1-2	*
RB2	Cyberbullying	Levels 1-3	Levels 1-2	*
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means	Levels 1-3	Levels 1-3	
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	Levels 1-4	Levels 1-3	
RB5	Stealing money or property without physical force	Levels 1-3	Levels 1-3	*
RB6	Speaking to another in an uncivil, discourteous manner	Levels 1-3	Levels 1-3	
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	Levels 1-3	Level 1	
RB8	Using profane or vulgar language or gestures (*swearing, cursing, hate speech, gang signs or gestures*)	Level 1-3	Level 1	
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, transgender status, sexual orientation, or disability	Levels 1-3	Levels 1-2	*
RB10	Failure to respond to questions or request by staff	Levels 1-3	Levels 1-2	
RB11	Unwanted or inappropriate physical contact	Levels 1-3	Levels 1-2	

PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

^ Items **will** be confiscated and not returned.

Category: Behaviors of a Safety Concern (BSC)

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

CODE	Behavior	K-5 Response	6-12 Response	SRO
BSC1	Alcohol: Possessing or using alcohol^	Level 3	Levels 1-2	*
BSC2	Alcohol: Distributing alcohol to other students^	Levels 3-4	Levels 1-2	*
BSC3	Drugs: Possessing drug paraphernalia^	Level 3	Levels 1-3	*
BSC4	Drugs: Violating school board non-prescription (*over-the-counter*) medication policy or look-alike drug policy^	Level 3	Levels 1-3	*
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment^	Level 3	Levels 1-3	
BSC6	Bullying Behavior without physical injury that continues after intervention (*Bullying that leads to physical injury should be classified as Assault and Battery*)	Levels 3-4	Levels 1-3	*
BSC7	Cyberbullying that continues after intervention (*Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences*)	Levels 3-4	Level 1	*
BSC8	Harassment (Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment)	Levels 3-4	Level 1	
BSC9	Bus: Distracting the bus driver	Levels 1-3	Levels 1-2	
BSC10	Bus: Endangering the safety of others on the bus	Levels 2-5	Levels 1-2	
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm	Levels 1-3	Levels 1-2	*

BSC12	Fire related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke^	Levels 1-3	Levels 1-2	
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	Levels 1-3	Levels 1-3	
BSC14	Fighting that results in no injury as determined by the school administration	Levels 1-3	Levels 1-3	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	Levels 2-3	Levels 1-3	
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	Levels 1-3	Levels 1-3	
BSC17	Shoving, pushing striking a student with no visible injury	Levels 1-3	Level 1	
BSC18	Exposing body parts, lewd or indecent public behavior	Levels 2-4	Level 1	*
BSC19	Physical contact of a sexual nature - patting body parts, pinching, tugging clothing	Levels 2-4	Levels 1-2	*
BSC21	Stalking as described in the *Code of Virginia* section 18.2-60.3	Levels 2-3	Levels 1-2	*
BSC22	Stealing money or property using physical force (*no weapon involved*)	Levels 2-5	Levels 1-2	*
BSC24	Leaving school grounds without permission (Exclusionary discipline sanctions may not be used as the administrative response).	Levels 1-2	Levels 1-2	
BSC25	Trespassing	Levels 1-3	Levels 1-3	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another^	Levels 3-5	Levels 1-3	
BSC27	Weapons: Possessing any weapon (*other than a firearm*) as defined by § 18.2-308.1^	Levels 2-4	Levels 1-3	*

"Weapons" includes: (1) any stun weapon (as defined in Virginia Code § 18.2-308.1) or taser, (2) any knife having a metal blade three inches or longer, (3) any pistol, shot gun, revolver, rifle, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material, (4) any dirk, bowie knife, switchblade, ballistic knife, machete, razor, slingshot, spring stick, metal knuckles, or blackjack, (5) any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nunchahka, nun chuck, nunchaku, shuriken, or fighting chain, (6) any disc of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and may be known as a throwing star or oriental dart; or (7) any weapon of like kind as those enumerated above that can reasonably be considered a weapon so as to inflict bodily harm, injury, or threat of harm or injury (this may include toy or imitation weapons).

PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

^Items will be confiscated and not returned

Category: Behaviors that Endanger Self or Others (BESO)

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

CODE	Behavior	K-5 Response	6-12 Response	SRO
BESO1	Assault: Intending to cause physical injury to another person	Levels 3-4	Levels 1-2	*
BESO2	Assault and Battery: Causing physical injury to another person	Levels 4-5	Levels 1-2	*
BESO3	Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	Levels 2-3	Levels 1-3	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	Levels 2-4	Levels 1-3	*
BESO5	Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications^	Levels 3-4	Levels 1-3	*
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications	Levels 3-4	Levels 1-2	*

BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications^	Levels 3-4	Levels 1-2	*
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire *Report to Fire Department *Restitution also required	Levels 3-5	Levels 1-3	*
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	Levels 2-4	Levels 1-3	*
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6	Levels 2-4	Levels 1-3	*
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members	Levels 2-4	Levels 1-2	*
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)	Levels 2-4	Levels 1-2	*
BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing	Level 2-4	Level 5	*
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel	Levels 4-5	Levels 1-3	*
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure student(s), or other(s)^	Level 4	Levels 1-3	*
BESO17	Bomb threat - Making a bomb threat	Levels 3-5	Levels 1-3	*
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, which is not covered by **any other behavior code, but required to be disclosed to the superintendent of the school division pursuant to §16.1-260(G)**	Level 5	Level 5	*

PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

^Items will be confiscated and not returned

Category: Persistently Dangerous (PD)

Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.				
CODE	**Behavior**	**K-5 Response**	**6-12 Response**	**SRO**
	SUBCATEGORY 1			
PD1	Homicide - Firearm	Level 5	Level 5	*
PD2	Homicide - Other Weapon	Level 5	Level 5	*
PD3	Sexual Assault	Level 5	Level 5	*
PD4	Attempted Sexual Assault	Level 5	Level 5	*
PD5	Use of a Bomb	Level 5	Level 5	*
	SUBCATEGORY 2			
PD6	Assault with Firearm or Weapon	Level 5	Level 5	*
PD7	Actual or Attempted Robbery	Level 5	Level 5	*
PD8	Kidnapping/Abduction	Level 5	Level 5	*
PD9	Malicious Wounding without a Weapon	Level 5	Level 5	*
PD10	Aggravated Sexual Battery on a Student	Level 5	Level 5	*
	SUBCATEGORY 3			
PD11	Illegal Possession of Handgun	Level 5	Level 5	*
PD12	Illegal Possession of Rifle or Shotgun	Level 5	Level 5	*
PD13	Illegal Possession of Any Other Projectile Weapon	Level 5	Level 5	*
PD14	Illegal Possession of Bomb	Level 5	Level 5	*

PD15	Illegal Possession of Other Firearms	Level 5	Level 5	*
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell	Level 5	Level 5	*

PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

*Items will be confiscated and not returned

Note: "SRO" indicates the incident will be reported to law enforcement.

Use of Exclusionary Practices including Suspension and Expulsion

Research has shown that the use of exclusionary practices, like suspension and expulsion, as a response to code of conduct violations are ineffective for changing student behavior. "There is no evidence that suspension produces positive outcomes in students, schools, districts, or communities, though there is evidence that suspension produces negative outcomes among all four populations."[11]

Substantial research indicates that exclusionary practices have considerable negative consequences for students and for schools including:

- Negative school environments of distrust and alienation
- Higher risk of retention in grade
- Higher rates of misbehavior
- Lower academic achievement
- Chronic Absenteeism
- Higher dropout rates
- Restricted access to school services that might improve behavior
- Harm to healthy adult relationships
- Unsupervised time and increased opportunity for delinquency for suspended students
- Higher risk of involvement with the juvenile justice system[12]

The detrimental effect of suspensions and expulsions on students and on school climates led the General Assembly to enact Senate Bill 829, amending *the Code of Virginia §* 22.1-16-1 and directing the Board of Education to "establish guidelines for alternatives to short-term and long-term suspension for consideration by local school boards." In response, the Board has developed *Guidelines for the Reduction of Exclusionary Practices in Virginia Schools*, which is the next section of this document. The purpose of the guidelines is to provide a framework for school divisions to develop and implement evidence-based methods that reduce exclusionary practices in Virginia schools and provide all Virginia students with a quality education that enables them to attain the standards outlined in *Virginia's Profile of a Graduate*.

The recommended policies and practices are intended to provide a guide to alternatives to suspension and to assist school divisions in creating safe, supportive learning environments for all students. Recommended practices include implementing tiered systems of supports to meet the academic, social, and emotional needs of

[11] Losen, Daniel J. and Jonathan Gillespie. "Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School." August 2012. The Civil Rights Project, pg.20 cited in Hanover Research: Alternatives to Suspension @2012 Hanover Research, District Administration Practice, pg. 10.

[12] Hanover Research: Alternatives to Suspension @2012 Hanover Research, District Administration Practice, pg. 10.

every student, engaging families and community agencies, and improving alternative education settings. The document outlines several approaches that school divisions may implement to reduce exclusionary practices. Local school boards should develop policies that outline when the use of suspension and expulsion is appropriate in a leveled system of discipline responses. Local school boards should always consider providing appropriate instructional supports when suspending or expelling a student. Local board policy should:

1. Establish the parameters of exclusionary discipline,
2. Ensure equitable application of exclusionary practices, and
3. Ensure students have access to the supports and interventions needed to change their behavior and re-enter their home school.

The requirements of the *Code of Virginia* regarding suspension and expulsion are included in the Appendices. Requirements for the suspension or expulsion of students with disabilities are also outlined in Appendices and are available in the Link: *Regulations Governing Special Education Programs for Children with Disabilities* . Policies should establish a restorative process that outlines re-entry after a student has been excluded.
The following recommendations and requirements should be considered when a student is suspended or expelled.

1. In 2020, House Bill 415 amended § 22.1-277.04 ïï and 22.1-277.05 ïï of the *Code of Virginia* to read "School boards shall adopt policies and procedures to ensure that suspended students are able to access and complete graded work during and after the suspension." A student who has been suspended must have access to graded work during and after the term of the suspension.[13] A student who has been expelled may also have access to graded work.
2. Provide appropriate alternative placements to allow the student to make academic progress.
3. Promote access to social-emotional and/or behavioral supports to assist the student in learning appropriate behaviors before returning to school.
4. Outline re-entry processes for students who are returning to school after a suspension or expulsion.
5. Require a readmission conference with the student, parent, principal, counselor, and other relevant support personnel to review the student's schedule, expectations for behavior, continuing or new student supports or interventions.
6. Require a monitoring process for the student's academic, behavioral, and social-emotional progress upon return to school, which may include drug testing.
7. Specify any limitations that may be included in a student's re-enrollment.
8. Address the use of community service or restitution.
9. Address student and staff participation in a restorative practice.
10. Outline any preparation of the teacher(s) and or student(s) for the re-enrollment of the suspended or expelled student.

[13] 2020 House Bill 415

Standards of Student Conduct

Alcohol, Tobacco, Nicotine Vapor, Drugs and Related Products
Each student has the right to learn in an environment free of drugs and alcohol.

ALCOHOL, CONTROLLED SUBSTANCES, TOBACCO PRODUCTS, NICOTINE VAPOR PRODUCTS AND OTHER DRUGS NOT PRESCRIBED FOR THE STUDENT ARE NOT PERMITTED ON SCHOOL PROPERTY AT ANY TIME. **The disciplinary sanction for drug and alcohol offenses may include a recommendation for expulsion.**

A student shall not possess, use, purchase, and/or distribute alcohol, tobacco and/or tobacco products, nicotine vapor products or other drugs on school property, on school buses or other school system vehicles, or during school activities whether such activities take place on or off school property. This includes, but is not limited to, smokeless tobacco, nicotine vapor products, anabolic steroids, look-alike drugs, drug paraphernalia, and any prescription or non-prescription drug not in accordance with school policy.

Restricted substances include but are not limited to the following: alcoholic beverages, synthetic marijuana or other synthetic drugs, marijuana, narcotic drugs, hallucinogens, stimulants, depressants, and anything else covered by the Drug Control Act. Other substances include any glue, paint and similar materials, anabolic steroids and both prescription and non-prescription drugs if they are not taken according to the prescription or directions on the package and includes anything that a student represents to be a restricted substance or which a student believes to be a restricted substance.

Any student involved in a reportable drug or violent incident shall participate in prevention and intervention activities deemed appropriate by the Superintendent or designee.

Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to:

- **Undergo evaluation for drug or alcohol abuse.**
- **Participate in drug counseling and/or alcohol treatment program at the expense of the parent or guardian.**

Code of Virginia: 22.1-277.08; 18.2-248, 18.2-248.1, 18.2-248.5; 18.2-250, 18.2-250.1; 18.2-255, 18.2-255.2; 18.2-264; 18.2-265.1, 18.2-265.4; 18.2-371.2; 18.2-388; 46.2-347; 4.1-304; 4.1-305, 4.1-306; 4.1-308; 4.1-309.

Assault/Battery

Students and school personnel are entitled to a school environment free from threat and the physical aggression of others.

A student shall not commit assault/battery upon another person on school property, on the school bus, or during school sponsored events.

An assault is a threat of bodily injury, and a battery is any bodily hurt, however slight, done to another in an angry, rude, or vengeful manner.

Assault/battery that causes bodily injury shall result in disciplinary action up to and including expulsion. Assault upon a School Board employee, School Resource Officer, Police Officer, School Security Officer, or volunteer is prohibited. **Violation of this rule will result in a review for possible expulsion and criminal**

charges.

As with all misconduct, the severity of the consequences depends on the age, developmental level, and any unique circumstances surrounding the incident.

Code of Virginia: 18.2-57.

Attendance/Truancy

Regular attendance is important to the academic progress of students and the development of a healthy school environment. Parental support of school attendance is both expected and required.

An unexcused absence is an absence from the instructional school day in which the parent or guardian does not have prior knowledge, consent, and/or a legitimate reason.

Examples of an unexcused absence may include, but are not limited to, the following reasons: vacations, childcare situations, missed school bus, non-school-related activities, or other reasons unacceptable to the principal or principal's designee. This definition holds for all day and period absences.

Parents must contact the school regarding justifiable reasons for non-attendance for each absence. In the event a student arrives at school but does not attend their first class, this action is considered truancy. Instances of truancy may result in court action against the parent for failure to comply with compulsory school attendance laws.

Once a student arrives on school property, they may not leave prior to the end of the regularly scheduled school day without administrative and parental permission. Patterns of partial day unexcused absences may result in court action. When a student is absent, the parent/guardian will be contacted via an automated calling system. It is extremely important that your child's school is notified of an address or phone number change. (Refer to Compulsory Attendance Policy JEA/JED)

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.

Code of Virginia: 22.1-254, 22.1-258; 22.1-262; 22.2-267.

Bomb Threat

A student shall not make any threats or false threats to bomb other students, school personnel or property.

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

Code of Virginia: 18.2-83

Bullying/Cyber-Bullying

Students will not bully another student or group of students, either individually or as a part of a group.

A. **Bullying:** Students will not bully another student or group of students, either individually or as a part of a group. Bullying is defined as any aggressive and unwanted behavior that is intended to harm, intimidate,

or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument, or peer conflict. Verbal conduct consisting of comments on a person's race, color, national origin, sex, disability, religion, sexual orientation, or that of a person's associates, shall not be tolerated. A copy of the Student Code of Conduct Pledge is located on page 6 of this handbook. Individuals involved in criminal acts associated with bullying may be prosecuted under the Code of Virginia.

B. Cyber Bullying: Students are prohibited from using information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, hostile behavior intended to harm others. Individuals involved in cyber bullying may be prosecuted under the Code of Virginia.

C. The following conduct is illustrative of bullying:

1. Physical intimidation, taunting, name calling, and insults.
2. Comments regarding the race, gender, religion, physical abilities, or characteristics of associates of the targeted person.
3. Falsifying statements about other persons.
4. Use of technology such as e-mail, text messages, or web sites to defame or harm others.

Code of Virginia: 22.1-279.6

Bus-Related Offenses

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

Students are required to conduct themselves on school buses and while waiting for the bus in a manner consistent with established standards for classroom behavior. Students who become disciplinary problems on school buses shall be reported to the principal by the bus driver and may have their riding privileges suspended. Students are also subject to the same disciplinary action as would be prescribed had the behavior occurred at school.

Cheating/Dishonesty

Students are expected to perform honestly through the production of their work. They should demonstrate respect for the belongings of others.

The following acts are prohibited:

A. Cheating: Cheating is the giving, receiving, or use of any unauthorized aid or assistance. Giving or receiving of unfair advantage on any form of academic work is also considered cheating. This includes technology and the use of the internet.

B. Plagiarism: Plagiarism includes using or copying the language, structure, idea, and/or thought of another and representing it as one's own original work. This includes technology and the use of the internet.

C. Falsification and/or Misrepresentation: Falsification includes forgery or counterfeiting by verbal, written, or electronic transmission. This act also includes school forms, hall passes, permits, notes from parents and doctors, and materials obtained from the Internet.

D. Knowingly Making False Reports: Students shall not willfully or maliciously make false

accusations/reports against school personnel or other students. The determination of consequences will be considered on a case-by-case basis. False reports of child abuse or neglect and false reports to law enforcement officers may constitute criminal violations.

Attempts toward completion of any act described above would constitute a violation and may be punishable to the same extent as if the attempted act had been completed.

Disruptive Behavior

Students shall not engage in conduct that is intended to be disruptive of any school activity, function, or process of the school, or is dangerous to the health or safety of students or others.

Conduct is deemed to be disorderly when it disrupts the operation of any school or any activity conducted or sponsored by any school, if the disruption prevents or interferes with the orderly conduct of the operation or activity or has a direct tendency to cause acts of violence by the person or persons, to whom the disruption is directed. Some examples of disruptive behavior are as follows:

A. Communication Devices; Laser Pointers: Students shall abide by the School Division's Acceptable Telecommunication Systems Use Policy and Regulations (See IIBEA and JA- R). The unauthorized use of any type of electronic or mechanical device is prohibited during instructional time unless it is being used for instructional purposes at the discretion of the student's teacher. For purposes of this policy, electronic and mechanical devices shall include, but are not limited to pagers (beepers), CB radios, cellular phones, digital cameras, Personal Digital Assistants (PDAs), smart phones, tablets, video transmission devices, laser pointers, boom boxes, personal music players, electronic game consoles, or any similar electronic devices developed in the future. At no time, may any electronic or mechanical device be used with an unfiltered connection to the Internet or to intimidate, antagonize or otherwise harm other students, teachers, administrators, or visitors. **A student may not audio or video record another individual without their knowledge and permission.**

The Division is not liable for devices brought to school or school activities. If a student possesses or uses such device, other than as permitted in this policy, disciplinary sanctions may be imposed. The device may be confiscated from the student by the school administration and returned only to the student's parent or authorized representative.

B. Disorderly Conduct in Public Places: If a student causes public inconvenience, annoyance or alarm, or recklessly creates a risk, or he or she engages in conduct (while in or on any street, highway, public building, public conveyance or public place) that has a direct tendency to cause acts of violence by the person or persons at whom, individually, such conduct is directed may be guilty under this Student Code of Conduct of being disorderly in a public place.

C. Inappropriate Literature or Illustrations: Inappropriate literature or illustrations (print or electronic) that are pornographic, obscene, or disrupt the educational process, are prohibited. Included are inappropriate student expression, distribution of non-authorized literature, and illegal assembly when any of these activities causes a disruption.

D. Incitement or Instigation: Actions, comments, or written messages intended to cause others to fight, or which may result in a fight are considered incitement or instigation and such actions are prohibited.

E. Insubordination and Disrespect: Failure to appropriately respond to written or verbal directions given by school personnel is considered insubordination and disrespect. Also included is disobedience or defiance of reasonable requests made by school personnel. Disrespect to students, a staff member, or other adult will not be tolerated.

F. Riot: Any unlawful use of force or violence, by three or more persons acting together, which seriously jeopardizes the public safety, peace, or order.

G. Unlawful Assembly: It is unlawful whenever three or more persons assembled share the common intent to advance the purpose by the commission of an act or acts of force orviolence likely to jeopardize public

safety, peace, or order.

H. Other Misconduct: 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.

Code of Virginia: 22.1-276.01; 18.2-415

Dress Code

- The purpose of dress code and grooming policies is to ensure the health and safety of students in a supportive school environment.
- Our dress code and grooming policies are not intended to be hostile or intimidating for any student.
- Our dress code and grooming polices/practices should support student expressing without creating a hostile environment for any other student. This is important as we want all of students to feel safe and included.
- In ensuring our health and safety, we will prohibit garments and accessories that pose a risk of injury to staff or other students.
- To be inclusive of all students, our dress code policies/practices will be gender-neutral and not include gender specific language. For example, spaghetti straps or miniskirts.
- We will permit and honor any religiously or ethically specific garment or head coverings or hairstyle, including abaya, hijabs, yarmulkes, headwraps, braids, dreadlocks, and cornrows.
- We are committed to ensuring objective and fair application of the dress code policies practices.
- Staff members are not allowed to come in direct physical contact with student's attire.
- Staff members will refrain from discussing or questioning student's dress attire with another staff member. Our goal is to maintain student's dignity and respect them as individuals.
- Staff members who have questions or concerns about the dress code or grooming practices/policies will need to speak directly with Principal.
- Examples of prohibited clothing include, but are not limited to:
    - attire with any language or images that are vulgar, discriminatory, or obscene.
    - attire that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia.
    - attire that contains threats such as gang symbols.
    - clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative.
    - sagging or low-cut pants.

Note 1: Head coverings for bona fide religious and ethical practices are allowed.
Note 2: Students will be permitted to wear face coverings during times of pandemic or widespread illnesses caused by viruses. Masks should only cover their mouth and nose and be appropriate. More specific guidelines may be provided by the school division in these cases with guidance from the Center for Disease Control (CDC), Virginia Department of Health (VDH) and the Virginia Department of Education (VDOE).

Extortion

Students deserve to attend school free from fear and threat.

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind. Extortion is defined in VA Code Section 18.2-59 as unlawfully obtaining or attempting to obtain something of value from another by compelling the other person to deliver it by the threat of eventual physical injury or other harm to that person or the person's property, or a third person. "Blackmail" is the common name for

extortion where the threat is not physical but relates to exposing some secret or true or alleged fact, which would do harm to someone's circumstances or damage their reputation.

Code of Virginia: 18.2-59

Fighting/Physical Aggression

Students and school personnel are entitled to a school environment free from threat and the physical aggression of others.

The following acts are prohibited:

A. Fighting: Exchanging mutual physical contact between two or more persons by pushing, shoving, or hitting, with or without injury, is prohibited. Fighting with no/minor injury - Mutual participation in an incident involving physical violence, where there is no or minor injury.

B. Physical Aggression: A student shall not act in a physically aggressive manner towards another student, a School Board employee, School Resource Officer, or DARE Officer. Such aggressive physical behavior is considered an assault and is prohibited.

C. Dangerous Conduct: Dangerous conduct that endangers either oneself or others is prohibited.

Note: Self-defense is defined as the use of any level of force against another to the degree a person reasonably believes the force is immediately necessary to protect the student's body.

Code of Virginia: 18.2-57; 18.2-57.4; 18.2-67.3; 18.2-67.4; 18.2-67.5; 18.2-405; 18.2-83.

Gambling

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

Illegal gambling is the making, placing, or receipt, of any wager of money or other thing of value, made in exchange for a chance to win prize, stake or other consideration of things of value. A gambling device includes any device, machine, paraphernalia, equipment, or other thing, including books, records, and other papers, which are used in illegal gambling. This provision also includes Internet gambling, assisting, promoting, or operating a game of chance; tampering with the outcome of a sporting event or contest to gain a gambling advantage.

Code of Virginia: 18.2-325

Gang-Related Activity

Students and school personnel deserve a school environment free from gang activity.

A. **Gang Association:** Gang association is strictly prohibited on all campuses. A "criminal street gang" is defined in the Code of Virginia as any ongoing organization, association, or group of three or more persons, whether formal or informal, with an identifiable name sign, or symbol, which has as one of its primary objectives or activities the commission of one or more criminal activities, and whose members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of a common act or transaction.

B. **Gang-Related Activity:** Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students).

Gang activity that takes place on school property, on school buses, or within 1000 ft. of school property is punishable by law.

Code of Virginia: 18.2-46.1; 18.2-46.2; 18.2-46.3

Harassment

Students and school personnel deserve a school environment free of harassment.

It is the policy of the Roanoke City School Board to maintain a learning and working environment that is free from sexual, age, religious, disability, national origin, color, gender identity or racial harassment. Any form of sexual, religious, or racial harassment will not be tolerated.

A. Sexual Harassment: Sexual Harassment (including gender, transgender, and sexual orientation) is any unwelcome sexual advance, request for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education; or,
2. submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or,
3. that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e., the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute sexual harassment if it meets the immediately preceding definition include:

- unwelcome, sexual physical contact;
- unwelcome ongoing or repeated sexual flirtation, propositions, or remarks;
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- graphic comments about an individual's body;
- sexual jokes, notes, stories, drawings, gestures, or pictures;
- spreading sexual rumors;
- touching an individual's body or clothes in a sexual way;
- displaying sexual objects, pictures, cartoons, or posters;
- impeding or blocking movement in a sexually intimidating manner.

Sexual harassment under Title IX is defined as unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectionably offensive that it effectively denies a person equal access to the educational program or activity. The Code of Student Conduct prohibits Sexual harassment under Title IX as well as inappropriate sexual behavior including the distribution of obscene materials, any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. A student shall not sexually harass another student or any school employee, volunteer, student teacher, or any other person present in school facilities or at school functions.

It is prohibited for any student or employee to harass another student or employee by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal, written, electronic, or physical conduct of a sexual nature.

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

Title IX Coordinator
Assistant Superintendent of Student Services
40 Douglass Avenue NW Roanoke, VA 24012
Office: (540)853-1393
Fax: (540)853-1023

Roanoke City Public School Policy Manual https://go.boarddocs.com/vsba/roacps/Board.nsf/vpublic?open
Notice of non-discrimination https://www.rcps.info/quick_links/notices_of_non-_discrimination_policy

Any student who is found after an investigation to have engaged in sexual harassment of another student will be subject to disciplinary action appropriate to the offense from a short-term suspension up to a recommendation for expulsion.

B. Harassment Based on Gender/Gender Identity, Race, National Origin, Disability or Religion: Harassment based on gender/gender identity, race, national origin, disability, or religion consists of physical, verbal, or written conduct relating to an individual's gender/gender identity, race, national origin, disability, or religion when the conduct:

- has the purpose or effect of creating an intimidating, hostile, or offensive environment; or
- has the purpose or effect of interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's academic opportunities to participate in or
- benefit from a school activity.

Examples of conduct which may constitute harassment based on gender/gender identity, race, national origin, disability, or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language;
- name calling, jokes, or rumors;
- physical acts of aggression against a person or his property because of that person's gender, race, national origin, disability, or religion; hostile acts which are based on another's gender, race, national origin, religion, or disability;
- written or graphic material, which is posted or circulated, and which intimidates or
- threatens individuals based on their gender/gender identity, race, national origin, disability, or religion.

Reporting Harassment Procedures:

Any student who believes they has been the victim of sexual, age, religious, disability, national origin, color, gender/gender identity or racial harassment by another person, or any person with knowledge or belief of conduct which may constitute sexual, age, religious, disability, gender/gender identity national origin, color, or racial harassment, should report the alleged acts immediately to the principal, assistant principal, school counselor, teacher, or the Superintendent's office. The Roanoke City School Board encourages the reporting party or complainant to put the complaint in writing using the form, Report of Harassment (JFHA-F/GBA-F);

however, oral complaints shall be considered as well. Refer to the Roanoke City Schools Policy JFHA/GBA for additional information.

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 occurs, which causes bodily injury, shall report the hazing to the local Commonwealth Attorney.

Code of Virginia: 22.1-279.6.B

Internet Use, Online and Remote Instruction

Students are prohibited from unauthorized use of technology.

Unauthorized use of technology and information accessed through technology without permission is prohibited. Students are prohibited from using computer equipment and communications services for sending, receiving, viewing, and downloading illegal material or pornographic, obscene, or violent graphics via the internet. Violations of the acceptable use policies may result in removal of internet privileges.

The online sessions are a valuable resource in remote instruction. Online instruction provides an opportunity for additional teacher-to-student and student-to-student interaction. All participants are required to adhere to school rules and are subject to any applicable policies in the Student Code of Conduct and the Acceptable Use Policy (AUP). As a remote learning student, there are additional rules and expectations regarding online protocols and etiquette that may be required to protect all students and all staff members. Access to remote instruction must be used in a responsible, safe, efficient, ethical, and legal manner. If a situation should arise that the teacher or staff is not aware of, the student or parent/guardian should contact the teacher or school administrator and report the concern as soon as possible. Students are notified of the following guidelines:

1. All students are subject to all local, state, and federal laws governing the Internet. Consequently, administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.
2. All students will be required to follow all policies set forth by the Student Code of Conduct and the Acceptable Use Policy (AUP).
3. In the event there is a claim that a student has violated the Student Code of Conduct or AUP, they will be notified of the suspected violation and given an opportunity to present an explanation.
4. Violations of the Student Code of Conduct or AUP will be subject to disciplinary actions.

Code of Virginia: 22.1-70.2

Profane or Obscene Language

Students are prohibited from using profane or obscene language.

Swearing and obscene/offensive gestures, materials, and communications are expressly prohibited. This violation includes actions or displays of an obscene nature and the wearing of clothing or adornments, including inappropriate jewelry, which convey either violent or sexually suggestive messages or offensive

statements towards students, school personnel, and/or visitors, i.e., vulgar language. Any serious or persistent use of language to prevent an orderly and peaceful learning experience for any individual constitutes verbal abuse as well as disruption.

Code of Virginia: 22.1-279.6.B

Property Violations

Members of the school community are entitled to enjoy property free from the abuse of others.

The following violations shall result in disciplinary action at the discretion of the principal and may require a report to local law enforcement authorities:

A. Willfully causing or attempting to cause damage to school property.
B. Theft of, taking, or trying to take another person's property or money by force, fear, or other means.
C. Vandalism, arson, or any threat or false threat to bomb, burn, damage, or destroy in any manner a school building or school property.

A student (or the student's parent) shall be required to reimburse the School Board for any actual loss of, breakage or, destruction of, or failure to return property owned by or under the control of the School Board caused or committed by such student.

Code of Virginia: 18.2-79; 22.1-280.4; 18.2-138.

Sexual Battery and Other Sexual Offenses

Students and school personnel deserve a school environment free of sexual battery and other sexual offenses.

A. Sexual Battery Against Staff: Sexual battery against a staff member involves an offensive or intentional threat, intimidation, ruse, or physical helplessness of the victim. Sexual battery is a Class 1 misdemeanor.

B. Sexual Battery Against Student: Sexual battery against a student involves an offensive or intentional threat, intimidation, ruse, or physical helplessness of the victim. Sexual battery is a Class 1 misdemeanor.

C. Sexual Offenses Without Force: Lewd behavior and/or indecent exposure that includes sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent.

Code of Virginia: 18.2-57; 18.2-57.4; 18.2-67.3; 18.2-67.4; 18.2-67.5; 18.2-405; 18.2-83.

Stalking

Students shall not engage in stalking.

Stalking is defined as conduct occurring on more than one occasion and directed at another person that places that other person in reasonable fear of death, criminal sexual assault, or bodily injury. It is unlawful for any person to threaten by following, watching, placing another in fear of receiving bodily harm, sexual assault, confinement, or restraint, and following or watching the intended victim. Students shall not engage in a pattern of behavior that places another person in fear of serious harm. Stalking is required to be reported to law enforcement.

Code of Virginia: 18.2-60.3

Theft

See Property Violations

Threats/Intimidation

Students shall not threaten to kill or do bodily injury to a person or persons, regardless of whether the person who is the object of the threat receives the threat, and the threat would place the person who is the object of the threat in reasonable apprehension of death or bodily harm.

This prohibition includes oral threats to kill or do bodily injury to any employee of any elementary, middle or secondary school, while on a school bus, on school property or at a school-sponsored activity.

Any person who communicates a threat, in writing, including an electronically transmitted communication producing a visual or electronic message, to kill or do bodily harm, (i) on the grounds or premises of any elementary, middle or secondary school property, (ii) at any elementary, middle or secondary school-sponsored event or (iii) on a school bus to any person or persons, regardless of whether the person who is the object of the threat actually receives the threat, and the threat would place the person who is the object of the threat in reasonable apprehension of death or bodily harm, is guilty of a Class 6 felony. Any person who orally makes a threat to any employee of any elementary, middle, or secondary school, while on a school bus, on school property or at a school-sponsored activity, to kill or to do bodily injury to such person, is guilty of a Class 1 misdemeanor.

The use of electronic means for purposes of bullying, harassment, and intimidation is prohibited. Students shall not engage in social media conduct that may be considered defamatory, harassing, libelous, or that can create a disruption in the school environment.

Code of Virginia: 18.2-60; 18.2-60.B; 22.1-279.6

Trespassing

Students are prohibited from trespassing.

Trespassing is defined by the Virginia Department of Education for the purposes of reporting as follows:
To enter or remain on a public-school campus or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, and unauthorized persons who enter or remain on a campus or School Board facility after being directed to leave by the chief administrator or designee of the facility, campus, or function.

The following acts may constitute trespassing and subject a student to discipline under this Student Code of Conduct:

A. Any student who has been suspended from attendance may be considered a trespasser if he/ she appears on any Roanoke City Public Schools property during the suspension period. Violation of this section will be considered an additional infraction and will require separate disposition.
B. Students who arrive at school before school opens or remain after the close of their school day without specific need or appropriate supervision may be considered trespassers.
C. Any student who is requested by an administrator to leave school property is expected to do so immediately. Failure to do so may be considered trespassing.
D. No student or other person may attend or visit a Roanoke City Public School as a guest during the regular school day without authorization from the school's administration.

Code of Virginia: 18.2-128.

Vandalism

See Property Offenses

Weapons, Firearms, Explosives and Other Dangerous Articles

Students have the right to learn in a safe environment with others who respect their well-being. The following categories are considered extremely serious violations that threaten a safe and secure learning environment.

Students shall not have in their possession any type of unauthorized firearm or other dangerous weapon or device. 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 principal or superintendent is prohibited and grounds for disciplinary action.

Such weapons include, but are not limited to:

- any pistol, shotgun, stun gun, taser gun, revolver, or other firearm listed in section 22.1- 277.07(E) of the Code of Virginia, designed, or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns, cap guns, and look-alike guns,
- any dirk, bowie knife, switchblade knife, ballistic knife, machete, knife or razor,
- slingshots,
- spring sticks,
- brass or metal knuckles, and blackjacks,
- any flailing instruments consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as nunchaka, nunchuck, shuriken, or fighting chain,
- any disc of whatever configuration, having at least two points or a pointed blade, and which is designed to be thrown known as a throwing star or oriental dart,
- explosives, and destructive devices as defined in Section 22.1-277.07(E), of the Code of Virginia, or other dangerous articles,
- pepper spray, mace, tear gas or similar chemical substances.

Code of Virginia: 18.2-308.1; 277.07.1.D; 22.1-277.07

Other Conduct Violation

In addition to the standards stated herein, 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.

Self-Defense

Cases for which self-defense is claimed must meet the following criteria: (1) the student must not have provoked or behaved in a manner to cause the incident; (2) the student must have had reasonable fear of danger of harm; (3) the student used no more force than needed for protection from the threatened harm.

When claims of self-defense have been established, the administrator shall: (1) allow the student to present his version of what occurred and (2) review circumstances and relevant information from others pertaining to the

incident, including relationships and previous patterns of interaction among the students involved.

Findings from the review of circumstances and other relevant information will be considered in determining appropriate corrective disciplinary action.

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

Search and Seizure

A search involves an invasion of privacy. Whether a search of a student is permissible depends on a balancing of the student's right to privacy and freedom from unreasonable search and seizure against the school division's responsibility to protect the health, safety and welfare of all persons in the school community and to carry out its educational mission. To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student belongings, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

The location at which searches of students and student property may be conducted are not limited to the school building or school property. Searches may be conducted wherever the student is involved in a school-sponsored function.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

All individual searches of a student must be based on reasonable suspicion. In order to be permissible, the search must be:

- justified at its inception and
- reasonably related in scope to the circumstances justifying the search.

An individual search is justified at its inception when a school official has reasonable grounds, based on the totality of the known circumstances, for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. A search is reasonable in scope when it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

A personal search may include requiring a student to be scanned with a metal detector.

A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches involve an extreme intrusion into the rights of a student and may only be conducted when an extremely serious situation exists requiring immediate action because of an imminent threat of death or great bodily injury to a person or persons. If a strip search is necessary, the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in

cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or superintendent's designee, unless the health or safety of the student is endangered by the delay.

LOCKER AND DESK SEARCHES

Student lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

COMPUTER SEARCHES

The school computer system, as defined in Policy IIBEA-R/JA-R Acceptable Computer System Use, is school property. Students are only authorized to use the school's computer system and other similar educational technology consistent with the educational mission of the school and in accordance with Policy IIBEA Acceptable Computer System Use. School officials may search school computers, software, and internet access records at any time for any reason and without student consent.

CONSENT SEARCHES

If a student gives a school official consent for a search, the school official does not need to demonstrate reasonable suspicion. A student’s consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be searched, and students must not perceive themselves to be at risk of punishment for refusing to grant permission for the search.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Video/Audio Recording

Many schools and school buses are equipped with video/audio recording devices. The objective is to provide an additional tool to assist school staff with maintaining physical security and safety. School personnel may use any footage from recordings as evidence of student misconduct. Video and audio recordings of students involved in incidents are considered educational record for the individual or groups of individuals involved and are, therefore, protected under the Federal Educational Rights and Privacy Act (FERPA).

Reporting of Certain Offenses to Law Enforcement

School administrators must report certain unlawful acts to law enforcement. These behaviors result in suspension, exclusion from activities, and/or expulsion unless there is an affirmative finding of mitigating circumstances. The Superintendent or designee may conduct a preliminary review to determine if disciplinary

action other than expulsion may be appropriate.

The following offenses must be reported to law enforcement:

- The assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
- The assault and battery which results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person on a school bus, on school property, or at a school-sponsored activity;
- Any conduct involving alcohol, synthetic drugs, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school- sponsored activity, including the theft or attempted theft of student prescription medications;
- Any threats against school personnel while on a school bus, on school property or at a school- sponsored event;
- The illegal carrying of a firearm onto school property;
- Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Code of Virginia Section 18.2-85 or explosive or incendiary devices, as defined in Virginia Code Section 18.2.433.1, or chemical bombs, as described in Virginia Code Section 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
- Any threats or false threats to bomb, as described in Virginia Code Section 18.2-83, made against school personnel or involving school property or school buses; and
- Any illegal possession of weapons, alcohol or drugs.

NOTE: All aforementioned incidents must be reported immediately to law enforcement authorities and to the Superintendent's office.

The principal or designee must also notify the parent of any student involved in the incidents listed above, as well as incidents committed by students enrolled at the school if the offense would be a felony if committed by an adult, regardless of if the offense occurs on a school bus, school property, or at a school sponsored activity.

Sex Offender Notification

The Roanoke City Public Schools recognizes the danger sex offenders pose to student safety; therefore, to protect students while they travel to and from school, attend school, or attend school- related activities, each school principal in the school division receives electronic notification of the registration or re-registration of any sex offenders in the same or contiguous zip codes as the school. For additional information, refer to School Board policies KN and KNA
Code of Virginia: 22.1-79.3.C. The Sex Offender and Crimes Against Minors Registry may be accessed at www.sex-offender.vsp.virginia.gov.

Transportation

Valley Metro Partnership

A collaborative venture between the City of Roanoke and Roanoke City Public Schools, affords all secondary students (grades 6-12) who have a RCPS issued photo ID to ride Valley Metro buses at a reduced cost. Valley Metro proudly offers safe, accessible transportation to valley citizens of all ages. Students engaged in inappropriate behavior while riding any Valley Metro bus will be subject to disciplinary sanctions which may include, but are not limited to, out-of-school suspension. Valley Metro also reserves the right to ban any rider who exhibits disruptive behavior that interferes with the driver's safe operation of the bus. Parents must sign a release to assign identification for Roanoke City Public Schools students to participate in the Valley Metro Reduced Fee Ride Program.

Motor Vehicle Drivers

Motorized vehicles of any type are not permitted as means of transportation to and from school when driven by students enrolled in elementary or middle schools of Roanoke City. High school students who meet the requirements and accept the responsibilities of driving private automobiles to school are permitted to do so. Driving privileges are granted upon the student's willingness to follow the parking and auto usage regulations as prescribed by each high school. This includes, but is not limited to, having a school parking permit clearly displayed as per the school student handbook. Failure to adhere to these regulations could result in forfeiture of the privilege of parking a motor vehicle on school property or, in the case of a parking violation, having one's vehicle booted or towed from the premises at the operator's expense. **All cars parked on public school property are subject to search.**

Bicycle Riders

Bicycles may be ridden to elementary, middle, and high schools. The safety of the rider and the securing of the bicycle are the responsibility of the rider. Bicycle riders are encouraged to follow local ordinances regarding bicycle safety. Improper use of bicycles, such as riding in bus-loading areas, constitutes grounds for the loss of bicycle parking privileges at school. Bicycle riders are prohibited from violating the property rights of homeowners, apartment dwellers, and businesses on their way to and from school.

Walkers

Students in elementary, middle, and high schools who live within the designated non-transportation zones are required to arrive promptly at school. Parents are encouraged to identify and assist in the choice of a safe route. Student walkers are prohibited from violating the property rights of homeowners, apartment residents, and businesses on their way to and from school. Walkers include students going to and from home or to and from bus stops. As per Virginia law, school officials are authorized to provide supervision and proper discipline of students, including their conduct going to and returning from school.

APPENDICES

Appendix A: Definitions

Alternative Education Program: Includes night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

Alternative Placement: In the event a student requires administrative interventions for certain violations of the ***Student Code of Conduct***, assignment may be made through a Disciplinary Review Committee to an alternative site or program. This placement allows the continuation of the academic program while counseling and/or other interventions may be explored.

Behavioral Specialist: A professional who assists staff and students pertaining to behavioral issues.

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

Community Service: Authorized work in the building, grounds, and/or other appropriate services provided by the student to the school or the community may be considered.

Confiscation: Any item prohibited by the ***Student Code of Conduct,*** or the law will be removed from the student's possession.

Court Referral: In case of a drug offense, assault, weapon possession, truancy, or other violations of the Code of Virginia, the student may be referred to court. The School Resource Officer will initiate appropriate legal action.

Cyber Bullying: Information and communication technologies such as e-mail, cell phone and pager text messaging, defamatory personal Web sites, and defamatory online personal polling web sites, developed to support deliberate, hostile behavior intended to harm others.

Detention: This method of discipline may be employed by any teacher or administrator to keep a student before or after school hours or on Saturdays for the purpose of correcting inappropriate behavior. Parents must be notified, and detention generally should not exceed one hour.

Disciplinary Review Committee (Hearing Officer): The Disciplinary Review Committee is an administrative proceeding at which interviews, and hearings are conducted for serious violations. The student's parents shall advise the Assistant Superintendent of Student Services at least three (3) administrative working days in advance of the hearing if the student is to be represented by legal counsel.

It shall be the principal's duty to present pertinent information, including evidence, to the Disciplinary Review Committee. Upon request of any party to the hearing, the Committee will decide the necessity of an oral examination of any witnesses. The Committee will afford the student a fair and impartial hearing. The Disciplinary Review Committee is an administrative proceeding and the rules of evidence applicable to judicial proceedings will not apply.

Disruptive behavior: A violation of School Board regulations governing student conduct that interrupts or obstructs the learning environment.

Due Process: The student shall be given the opportunity to give their account of an incident prior to being suspended or given consequences for the alleged misconduct.

Enrollment Hearing: A hearing must be initiated with the Disciplinary Review Committee Hearing Officer for any student who has been discharged from a detention facility, any student who has been expelled or has committed an expellable offense, who is on long-term suspension from any school, public or private, or who has committed any offense, wherever committed, that would be a felony if committed by an adult. Such students may be disciplined and/or required to participate in prevention/intervention activities. Exclusion from attendance, enrollment, and placement will be determined based upon the Code of Virginia and all information presented during the hearing.

Exclusion: A Virginia School Board's denial of school admission to a student who has been expelled or has been placed on a long- term suspension of more than 30 calendar days by another School Board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.

Expulsion: Any disciplinary action imposed by a School Board or a committee thereof, as provided in School Board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

Instructional Support Team Intervention: When a student experiences repeated problems in school, the school personnel may refer this student to the Support Team. The student is counseled and, if necessary, evaluated for program modifications.

Law Enforcement Agencies: In cases of serious violations of the Code of Virginia, the Roanoke City Police, Child Protective Services, and Juvenile Probation Departments may be included in the disposition. The School Resource Officer serves as a liaison for these activities.

Long-term suspension: Any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. A long-term suspension

may extend beyond a 45-school-day period, not to exceed 364 calendar days.

Peer Mediation/Conflict Resolution: This intervention is a process led by either student and/or staff mediators in which disputants in a conflict are encouraged to meet and resolve their disputes.

Re-admission: After 365 days, the parents of an expelled student may request a review by the School Board in order to seek approval for re-enrollment by contacting the office of the Assistant Superintendent of Student Services. The review will be based on written information only unless otherwise requested by the School Board. In the event approval for re-admission is granted, the Superintendent or designee will determine appropriate school placement and the date of re-entry.

Response to Intervention (RtI): This intervention process is designed to identify and address a student's difficulties through the use of research-based instructional intervention to improve achievement.

Restitution: The replacement of, or payment for, property taken, damaged, or destroyed will be required.

School Conference with Parent: Parents are encouraged to set up an appointment with their child's teachers, counselor, or administrators to discuss their son's or daughter's progress or problems. If a student is suspended, a parent may be asked to come to school to initiate re-instatement of the student.

School Resource Officer: A Roanoke City Police Officer(s) or Roanoke City Sheriff Office Deputy is assigned to each school to assist with the maintenance of safe school environments and to support the administration and staff whenever their area of expertise is required. The presence of the School Resource Officer or Deputy presents a positive image of law enforcement.

Serious Incident: A serious incident is any occurrence that threatens the safety and security of students, employees, visitors or property, or that disrupts the instructional program or school activity. Serious incidents create emergencies and must be reported immediately to the Superintendent's office.

Short-term suspension: Any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days.

Shortened School Day: The school administrator may recommend shortening a student's day if such action is deemed beneficial to the school and/or student.

Student Assistance Program: A school-based, evidence-informed framework for prevention, early intervention, referral and support for students with identified needs that may prevent them from fully benefitting from their educational experience.

Student Support Specialist: A professional who assists parents and students pertaining to attendance, behavior, and truancy issues related to school.

Suspensions of Students with an Individual Education Plan (IEP) or 504 Plan: Before a principal or administrator can recommend a suspension of more than ten (10) days or the expulsion of a student receiving special education services or is eligible under Section 504, a manifestation hearing must be held. Please see Manifestation Determination for Students with Disabilities.

Unauthorized Persons: No person whose presence or action interferes with or disrupts the operation of the school, its students, or school activities, may enter or remain in any school vehicle or building or upon any school grounds, roadway, or sidewalk. **Persons who fail to leave may be considered trespassers and are subject to legal action.**

Appendix B: Annotated Code of Virginia and Cross-Referenced School Board Policy

VIRGINIA CODE		RCPS SCHOOL BOARD POLICY
22.1-254.	Compulsory attendance; excuses and waivers; alternative	JED Student Absences/Excuses/Dismissals
22.1-76.2	Removal of students from classes	JEG Exclusions and Exemptions from School Attendance
22.1-76.3	Ineligibility of students to compete in athletic competitions	JFB Student Involvement in Decision Making
22.1-277	Suspensions and expulsions of pupils generally	JFC Student Code of Conduct
22.1-7.01	through 22.1-277.03	JFC-R Student Code of Conduct - Procedures
22.1-7.04	Short-term suspension; procedures; readmission	JFCA Teacher Removal of Students from Class
22.1-7.05	Long-term suspensions; procedures; readmission	JFCB Sportsmanship, Ethics and Integrity
22.1-7.06	Expulsions; procedures; readmission	JFCC Student Conduct on School Buses and at Bus Stops
22.1-7.07	Expulsion of students under certain circumstances; exceptions	JFCD Weapons in School
22.1-07:1	Policies prohibiting possession of firearms	JFCE Gang Activity or Association
22.1-7.08	Expulsion of students for certain drug offenses	JFCF Drugs in School
22.1-77.1	Description unavailable	JFCG Use of Drug Dogs
22.1-77.2	Authority to exclude students under certain circumstances; petition for readmission; alternative education.	JFCH Tobacco-Free School for Staff and Students (Also GBEC)
22.177.2:1	Disciplinary authority of School Boards under certain circumstances; alternative education program	JFCI Substance Abuse - Student Assistance Program
22.1-278	through 22.1-278.3	JFCJ Written Notification of Violation of School Policies by Students in Alternative Education Programs
22.1-279	Description unavailable	JFCL Notification Regarding Prosecution of Juveniles as Adults
22.1279.1	Corporal punishment prohibited	JFG Search and Seizure
22.1279.2	Description unavailable	JFHA/GBA Prohibition Against Harassment and Retaliation
22.1279.3	Parental responsibility and involvement requirements	JFHA-F Report of Harassment
2.1-79.3:1	Reports of certain acts to school authorities	JGA Corporal Punishment
2.1-279.4	Information regarding prosecution for certain crimes	JGD/JGE Student Suspension/Expulsion
22.1279.5	Description unavailable	JGD/JGE-R Procedures for Student Suspension/ Expulsion
22.1279.6	Board of Education guidelines and model policies for codes of student conduct	JGDA Disciplining Students With Disabilities
22.1279.7	Guidelines for student searches	JGDB Discipline of Students With Disabilities-Serious Bodily Injury
		DAB Equity

Full version of School Board Policies are available on the Roanoke City Public Schools' website at www.rcps.info under BoardDocs.

Appendix C: Grievance Procedure for Harassment/Discrimination

School Board of the City of Roanoke Grievance Procedure for Sexual and Disability Harassment/Discrimination

This Grievance Procedure is established to meet the requirements of Title IX, the Americans with Disabilities Act of 1990 ("ADA") and Section 504 of the Rehabilitation Act of 1973. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of gender or disability in the provision of services, activities, programs, or benefits by the School Board of the City of Roanoke (Also referred to in this grievance procedure as the "School Board" or "Roanoke City Public Schools"). The School Board's Personnel Policy governs employment-related complaints of sexual and disability discrimination.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interviews or a tape recording of the complaint, will be made available for persons with disabilities upon request.

Employee Relations	**Facilities Access**
Dominick McKee Chief Human Resources Officer Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-2382	Chris Perkins Chief Operations Officer Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-2382
Student Programs/Activities	**Students with Disabilities (Section 504)**
Hayley Poland Assistant Superintendent Student Services Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-1393	Hayley Poland Assistant Superintendent Student Services Roanoke City Public Schools 40 Douglass Avenue, NW Roanoke, VA 24012 (540)853-1393

Within 15 school days after receipt of the complaint, the ADA Coordinator or their designee will meet with the complainant to discuss the complaint and the possible resolutions. Within 30 school days of the meeting, the ADA Coordinator or their designee will respond in writing, and where appropriate, in a format accessible to the complainant, such as large print, Braille, or audio tape. The response will explain the position of the Roanoke City Public Schools and offer options for substantive resolution of the complaint.

If the response by ADA Coordinator or their designee does not satisfactorily resolve the issue, the complainant and/ or their designee may appeal the decision within 15 school days after receipt of the response to the Superintendent or designee. Within 15 school days after receipt of the appeal, the Superintendent or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 school days after the meeting, the Superintendent or their designee will respond in writing, and where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by ADA Coordinator or their designee, appeals to the Superintendent or designee, and responses from these two offices will be retained by the Roanoke City Public Schools for at least three years.

The full version of policies for sexual and disability harassment/discrimination and complaint forms can be found in the following documents, available on the Roanoke City Public Schools' website at www.rcps.info:
School Board Policy GBA (Employees)/JFHA (Students) Student Code of Conduct, Reporting Harassment Procedures RCPS Employee Handbook

Appendix D: Annual Public Notice Career and Technical Education

Roanoke City Public Schools Annual Public Notice
Career and Technical Education

The Roanoke City School Division's Department of Career and Technical Education offers a variety of career and technical programs to all students at the middle and high school levels. The program areas include the following:

- Agriculture Education
- Business and Information Technology
- Career Connections
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Technology Education
- Trade and Industrial Education

Tech Prep opportunities are also available for students who are entering the workforce and/or post-secondary education through an articulation agreement with Virginia Western Community College. For more information about Career and Technical Education, call (540)853-2803.

The Roanoke City Public Schools does not discriminate on the basis of race, color, national origin, sex, gender/gender identity, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Roanoke City Public Schools

Roanoke City School Board
Dr. Eli C.S. Jamison - Chair
Joyce W. Watkins - Vice Chair
Franny Apel
Diane M. Casola
Mark K. Cathey
Michael L. Cherry, II
Natasha N. Saunders

Administration
Dr. Verletta B. White - Superintendent

Police Emergency
9-1-1

SpeakUp for Safety - 24/7 Tip Line
Call/Text: (540) 200-1999

Safe Schools Bullying & Tip Line
Call/Text: (540) 853-1700

ParentVUE / StudentVUE
View your student's assignments, grades, attendance, and contact information