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The current Westmoreland School Board Policy Manual may be found in its entirety on the division's web site at www.wmlcps.org. Printed copies of the policies and regulations are available as needed to citizens who do not have online access.

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Welcome to a most exciting year in Westmoreland County Public Schools! In 2018 – 2019 we get to tell our story.

Of all the things that a person does to make the world a better place, few things are more valuable and beneficial than telling their story. No one can tell our story better than we can. Chances are, we will help others *and* ourselves in the process.

We all are familiar with the story of The Three Little Pigs. What a difference when I heard it told from the perspective of Mr. Alexander T. Wolf. I wasn't told that on the fateful days in the *Three Little Pigs* Mr. Wolf just happened to have had a cold. No one told me that he was baking a cake for his grandmother's birthday and had to travel to the little pigs' houses to borrow sugar. I definitely wasn't told that his cold caused him to huff, puff, and sneeze which accidentally destroyed the pigs' houses. Mr. Alexander T. Wolf only ate the deceased body so that good meat would not go to waste. Powerful meaning is conveyed when we tell our own story!

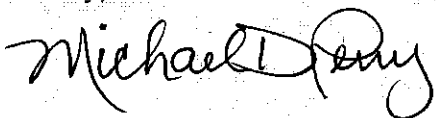
Westmoreland County Public Schools has written a powerful story! Some former employees have left the county because they thought it couldn't be done. Some parents have taken students out because they thought it couldn't be done. Some educational candidates have chosen other school divisions to work in because they thought it couldn't be done.

You KNEW it could be done, and so you did it! Westmoreland County Public Schools has written a story of triumph! This story includes hard work, determination, perseverance, high expectations, and a belief in the students, families, and staff of Westmoreland County Public Schools. This story includes a strong sense of pride. Westmoreland County Public Schools begins this year knowing **EACH and EVERY one of its SCHOOLS is FULLY ACCREDITED** by the Commonwealth of Virginia! This year we tell our story!

This year we will tell how we have leveraged community volunteers and partnerships to effectively address academic achievement gaps. We will tell how we have met and exceeded our division goals of enhancing education in Westmoreland County by focusing on the fundamentals; a coherent curriculum, effective lessons, and authentic literacy. We will tell how Project Based Learning will assist us in becoming the envy of our regional neighbors and the glory of our Commonwealth as we continue to reach new heights. We will tell how we never waver from *our core belief* that every child who walks through our doors deserves to feel safe and be treated with respect and kindness.

As we talk of our successes this year we ask you to reach out and help us. We value the input and suggestions of community members, students, and parents. Contact information and telephone numbers are posted on the website. Please share your Westmoreland County success stories with us this year. Congratulations, Westmoreland County Public Schools! Show your Eagle Pride!

Sincerely,



Michael D. Perry, Ed.D.
Superintendent

Preface

The purpose of this publication is to provide students, parents, school personnel, and the public with a concise and comprehensive description of the minimum standards of behavior for **all** students enrolled in the public schools of Westmoreland County. It defines appropriate student conduct and presents alternatives for school administrators to address individuals who exhibit inappropriate behavior. Emphasis is placed on the responsibility that all students have to behave in the most positive manner, which maximizes the learning environment in each school.

In order to ensure that all students attending Westmoreland County Public Schools have fair access to an education, the collaborative role of the parent is strongly emphasized. Cooperation between the home and school will maximize understanding and enhance student success in the educational process.

Expectations for Developing Citizenship applies to **all** Westmoreland County Public School students. Expectations are enforced when the student is in transit to and from school, on school property, in attendance at school, or at any school sponsored activity when his/her conduct interferes with or obstructs the orderly operation of the school system or the safety or welfare of students or employees.

Policy(ies) listed within are in summary format and in others' words. Expanded and complete descriptions of disciplinary consequences which may be applied in a specific instance are contained in the Westmoreland County Public Schools' Policy Manual. The Policy manual may be found on the division's web site at www.wmlcps.org.

Westmoreland County Public Schools

School Directory

ELEMENTARY SCHOOLS

Cople Elementary, Ms. Leslie Steele, Principal; (804)472-2081 (phone)
Mr. Hernandez, Assistant Principal; Ms. Delano, Nurse (804)472-2759 (fax)
 7114 Cople Highway (804)472-2092 (cafeteria)
 Hague, Virginia 22469

Washington District Elementary, Ms. Sandy Herdle, Principal; (804)224-9100 (phone)
Ms. Forrest, Nurse (804)410-2152 (fax)
 454 Oak Grove Road (804)224-2128
 Colonial Beach, Virginia 22443

MIDDLE SCHOOL

Montross Middle, Mr. Eddie Bowen, Principal; (804)493-9818 (phone)
Mrs. Douglas, Assistant Principal; Ms. Henry, Nurse (804)493-0918 (fax)
 8884 Menokin Road (804)493-9497 (cafeteria)
 Montross, Virginia 22520

HIGH SCHOOL

Washington & Lee High School, Mr. Roger Coleman, Principal; (804)493-8015 (phone)
Mr. Bailey, Assistant Principal; Ms. Lee, Nurse (804)493-0243 (fax)
 16380 Kings Highway (804)493-0535 (cafeteria)
 Montross, Virginia 22520

CENTERS

Northern Neck Technical Center, Mr. Trey Davis, Principal
Northern Neck Regional Alternative School, Mr. Todd Davis, Assistant Principal
 13946 Historyland Highway (804)333-4940 (phone)
 Warsaw, Virginia 22572 (804)333-0538 (fax)

Chesapeake Bay Regional Governor's School, Mrs. Terri Perkins, Director
 52 Campus Drive (804)333-1306 (phone)
 Warsaw, Virginia 22572

Westmoreland County Public Schools

141 Opal Lane

Montross, Virginia 22520

Telephone (804) 493-8018 Fax (804) 493-9323

Central Office Contacts

Michael D. Perry	Superintendent	(804) 493-8018
Catherine Rice	Deputy Superintendent	(804) 493-8018
Carole Alexander	Director of Testing & Data	(804) 493-1121
Christopher Evans	Director of Technology	(804) 493-8790
Paula Garner	School Psychologist	(804) 493-1630
Crystal Glading	Federal Projects Clerk	(804) 493-8018
Hazel Hickman	Food Services Supervisor	(804) 493-8156
Tom Kaski	Technology Coordinator/ITS	(804) 493-1094
Carole Kelley	Director of Special Education	(804) 493-0087
Patricia Long	Public Relations Specialist	(804) 493-8057
Jacquelynne Maupin	Social Worker	(804) 493-8018
Esmeralda Medina	EL/MEP Coordinator	(804) 493-8015
Terry Rich	Transportation Supervisor	(804) 493-9491
Justin Savoy	Director of Career & Technology Education	(804) 493-8015
Julie Weicht	Intervention Specialist	(804) 493-1630
Ricky Wilkins	Maintenance Supervisor	(804) 493-8259
Tina Withers	Administrative Assistant/ Board Clerk	(804) 493-0486

Faculty/Staff Responsibilities

Good discipline does not occur overnight; rather, it grows out of good pupil-teacher relationships and planning. Basic to this are the following:

1. The primary responsibility for classroom discipline and supervision rests with teachers.
2. Teachers are to solve minor disciplinary problems and are encouraged to arrange conferences with students who present problems in the classroom, and/or contact parents prior to referral to office.
3. Referral to the principal's office should serve as a measure of last resort with the realization that disciplinary consequences delivered by the teacher will be the most valuable. Effective discipline is the result of enforcing discipline policy with fairness, uniformity and consistency.
4. Students referred to the office must be sent with a Discipline Referral Sheet. However, students should not be sent to the office just for time-out. Teachers will provide supervised time out for the students, when necessary. Students sent to the office should be escorted and/or sent with a written referral form. Teachers must file two prior incident reports and contact the student's parents before removal to the office for disruptive behavior.

The classroom teacher has the majority responsibility for classroom management and to develop a positive climate for learning. To accomplish this goal, intervention to change student behavior will include methods to prevent or correct misconduct.

The efficient, routine operation of a classroom requires a well-developed, well-understood, and consistent set of rules and regulations. Students are to be held accountable for certain standards. Expectations must be established ahead of time in a manner that makes them easily learned and understood. Listing the do's and don'ts in an attempt to cover every situation may create a confused classroom climate. If the routine is too prescriptive and detailed, it will become impractical and unmanageable. Rules and regulations that attempt to define every type of situation and recourse are not necessary. A simple statement often helps the student to understand the set of rules, regulations and expectations. Teacher deficiencies in classroom management shall be addressed in teacher evaluations.

Parental Responsibilities

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

- A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. The school board together with the administration shall provide opportunities for parental and community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section and (ii) a copy of the school board's standards of student conduct. These materials shall include a notice to the parents that by signing the statement parents shall not be deemed to waive, but expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.

Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct and the notice of the requirements of this section, and the compulsory attendance law. Each school shall maintain records of such signed statements.

- D. The school principal may request the student's parent to meet with the principal or designee to review the school board's standards of student conduct and the parent's responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior, school attendance, and educational progress.
- E. The school principal may notify the parents of any student who violates a school board policy when such violation could result in the student's suspension, whether or not the school administration has imposed such disciplinary action. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior; and (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials.

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- F. 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 his designee determines that readmission, without parent conference, is appropriate for the student.
- G. Upon the failure of a parent to comply with the provisions of this section, the school board may, petition to the juvenile and domestic relations court and proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior, as follows:
1. If the court finds that the parent willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or
 2. If the court finds that the parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension of being expelled, it may order (i) the student or his parent to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior or (ii) the student and his parent to be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student and or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.
- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

Student Responsibilities

As caring and responsible student in Westmoreland County Public Schools, I pledge to:

GRADES K-2:

- Ask for help if I need it
- Obey rules
- Do my best and complete all of my schoolwork and homework
- Refrain from bullying others and report any observed bullying behavior to a teacher or principal

GRADES 3-5:

- Ask for help if I need it
- Communicate positively with adults
- Obey rules
- Encourage other students to be good role models
- Do my best and complete all of my schoolwork and homework
- Treat adults and other students with respect
- Refrain from bullying others and report any observed bullying behavior to a teachers or principal

MIDDLE SCHOOL

- Be respectful and encouraging to others
- Be a positive role model
- Select friends and role models carefully
- Strive to do my best and not lower my expectations even if I sometimes fail
- Use my time wisely; don't procrastinate when completing assignments
- Set a good example by ignoring negative influences around me
- Listen attentively in class
- Take responsibility for my actions
- Find adult role models that provide me with support when I need to talk with someone
- Have pride in, and maintain the good condition of all school property
- Believe in myself
- Refrain from bullying others and report any observed bullying behavior to a teacher or principal

HIGH SCHOOL

- Help my school and community to be viewed in a positive way by being a respected role model, making good decisions, and upholding responsibilities given to me
- Conduct myself in ways which adults view as responsible so they will value my opinion due to my accountability and good reputation
- Cooperate with my teachers and other adults
- Model positive and inspiring behavior that I see in other adults
- Abide by the rules and regulations in the "Expectations for Developing Citizenship"
- Improve my education by being committed to completing my assignments and academic tasks
- Have pride in, and maintain the good condition of all school property
- Treat all of my peers equally regardless of their differences and backgrounds
- Refrain from bullying others and report any observed bullying behavior to a teacher or principal

1. Attendance

Students with good attendance are much more likely to be on track for success. Students are expected to arrive at school and attend all classes on time on a daily basis.

Strive for Less Than Five Absences

Students and parents/guardians are challenged to strive for every student to miss fewer than five days of school, for any reason, during the entire school year. Incentives are offered to students/families who meet this challenge.

Teacher

Attendance will be taken by the teacher each day within the first ten minutes of class. Teachers will encourage students to be present and on time for each class.

Parent/Guardian

Parents/guardians are responsible for each student's regular and punctual attendance at school as required under provision of the law.

Notes for Absences

With a valid note, absences will be excused for the following reasons: student illness (including mental health and substance abuse illnesses), injury, or medical procedure, funeral of immediate family member, legal obligations, religious observances, and military obligation.

Notes Due

Notes informing the school of the reason for the absence should be submitted the same day the student returns to school. Notes submitted more than five calendar days following the student's return to school will not be accepted.

Source of Notes

Notes may be written by the parent/guardian for the first five consecutive days the student is absent, or the first ten cumulative days of absence for the school year.

After the first five consecutive days or ten cumulative days of absence, only notes written by a medical or mental health professional, or an officer of the court, will be accepted.

School Administration

Notification of Absences

Alert parents/guardians to student absences daily via an automated calling system.
Record each absence as “excused” or “unexcused.”

Alert parents/guardians via letter when a student accumulates five unexcused or ten total absences (whether excused or unexcused) for the school year.

Unexcused Absences

5 Absences	<ul style="list-style-type: none"> Principal (or designee) makes <u>direct contact</u> with parent to obtain an explanation for the absences and explain the consequences of nonattendance. <u>Attendance Plan developed</u> by principal or designee, student, and student’s parent to resolve student absences. Plan may include assignment to Saturday Academy.
More than One Additional Absence	<ul style="list-style-type: none"> <u>Attendance Conference</u> scheduled by principal (or designee) and held within ten school days of tenth absence. <u>Attendance Plan reviewed and revised</u>, as needed, by principal (or designee), student, and student’s parent. The attendance officer and other community service providers may be included in the conference to resolve issues related to nonattendance.
Continued Absences due to noncompliance of parent or student	<ul style="list-style-type: none"> Principal (or designee) notifies division attendance officer. <u>Division attendance officer</u> does one or both of the following: <ul style="list-style-type: none"> <u>Files a complaint</u> with the juvenile and domestic relations court alleging student is a child in need of supervision <u>Institutes proceedings</u> against the parent <u>Report for suspension of driver’s license</u> at ten or more absences.

Total Absences (Excused or Unexcused)

10 Absences	<ul style="list-style-type: none"> <u>Attendance Conference</u> scheduled by principal (or designee) or division attendance officer. <u>Attendance Plan developed</u> by principal or designee, division attendance officer, student, and student’s parent. Additional school personnel, and/or community service providers may be included in the conference. Plan may include assignment to Saturday Academy.
15 Absences	<ul style="list-style-type: none"> Principal (or designee) notifies division attendance officer. <u>Division attendance officer</u> schedules follow-up attendance conference. <u>Attendance Plan reviewed and revised</u>, as needed, by principal (or designee), division attendance officer, student, and student’s parent. Additional school personnel, and/or community service providers may be included in the conference.

Chronic Absenteeism

Definition

Chronic absenteeism is defined as a student missing more than ten percent of scheduled school days for any reason. This is equivalent to missing more than 18 school days.

Consequences

A chronically absent student (more than 18 total absences) may be recommended for retention due to having missed too much instructional time. A middle or high school student who accumulates more than 9 total absences for a semester course may fail the individual course.

Attendance Review Conference

The decision regarding retention and/or course failure due to absences will be made by the principal after reviewing the student's record and holding an Attendance Review Conference.

The parent, student, student's teacher(s), and other appropriate personnel (e.g., a school attendance team) will be invited to participate in this conference.

The principal will take into consideration:

- The total number of absences.
- Reason(s) for the absences.
- Student and parent compliance with prior Attendance Conferences.
- Student and parent compliance with the student's prior Attendance Plan and interventions and action steps included in that plan.

The principal will provide the parent/guardian written notice of the principal's decision regarding retention and/or course failure due to absences.

Parents may appeal the principal's decision to the Superintendent or Superintendent's designee. The decision of the Superintendent or his designee is final.

Truancy

Definition

Truancy is defined as a student accumulating 7 or more unexcused absences in a school year.

Consequences

If a student is truant, the principal (or designee) notifies the division attendance officer.

The division attendance officer will enforce the compulsory attendance rules by either or both of the following:

- Filing a complaint with the juvenile and domestic relations court alleging the student is a child in need of supervision.
- Instituting proceedings against the parent.

Report for Suspension of Driver's License

In addition to any other actions taken, 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.

School Board Policy	
<i>JEA</i>	<i>Compulsory Attendance</i>
<i>JED and JED-R</i>	<i>Student Absences/Excuses/Dismissals</i>
<i>JEG</i>	<i>Exclusions and Exemptions from School Attendance</i>
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Student Code of Conduct</i>
<i>IGAJ</i>	<i>Driver Education</i>

2. Chemical Abuse

Each student has the right to learn in an environment free of drugs and alcohol.

Alcohol and other drugs not prescribed for the student are prohibited. **Violation of this rule results in an immediate consideration for expulsion.**

(See JHCD, JHCD-R1, JHCD-R2, and JHCD-E in Westmoreland County Public Schools' Policy Manual for procedures on administering prescription and over-the-counter medications.)

Definition: Chemical abuse is defined as “possessing, which includes bringing substances onto school property, distribution, which includes sale or gift, using or having evidence of prior use of illegal chemical, alcohol, “look-alike” drugs and alcohol, anabolic steroids, inhalants, any drug not prescribed for the student by a physician, or any substance represented as a drug; **OR** possession or use of drug paraphernalia”

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Teachers	School Administration
<ul style="list-style-type: none"> Contact administration immediately 	<ul style="list-style-type: none"> Investigate/Confiscate, contact parent Immediate removal from school Suspension Referral to Disciplinary Hearing Committee-Recommend Expulsion
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> Determine status of the referral and report to the Superintendent/School Board Recommend Expulsion 	<ul style="list-style-type: none"> Hear and consider expulsion case Hear parental appeals Consider a repeated or revised consequence from those previously stated

School Board Policy	
<i>IGAG</i>	<i>Teaching about Drugs, Alcohol and Tobacco</i>
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFCF</i>	<i>Drugs in School</i>
<i>JFCI</i>	<i>Substance Abuse – Student Assistance Program</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>
<i>JHCD</i>	<i>Administering Medicines to Students</i>
<i>JHCD-R1</i>	<i>Administration of Prescription Medication</i>
<i>JHCD-R2</i>	<i>Administration of Epinephrine</i>
<i>JHCD-E</i>	<i>Administration of Over-the-Counter Medications in the Schools</i>

3. Firearms, Explosives, and Arson

Each student has the right to learn in a safe environment with others who respect his/her well-being. The following categories are considered extremely serious violations which threaten a suitable and secure learning environment.

- A. Dangerous objects include the use, possession or the representation of items commonly understood to be inappropriate to school activities, including but not limited to machetes, brass knuckles, switchblades, knives, Chinese stars and mace. Also included is the misuse of common place objects in a manner which endangers a person's safety of fellow students and school personnel will **result in the student's immediate consideration for expulsion.**
- B. The possession or representation of a firearm, whether loaded or unloaded, operative or inoperative, on any property or during any school activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle. Firearms include pellet guns, BB guns, CO air pistols, stun guns, and any other device which meets the definition of firearm in the Code of Virginia. **Violation of this rule results in an immediate consideration for expulsion.**
- C. The USE of a firearm, whether loaded or unloaded, operative or inoperative, leads to an **automatic consideration for expulsion.** Also included is the use of a lock-a-like firearm, cap gun, water gun, etc., in a manner which threatens to endanger a person's safety or health.
- D. The possession or representation of any explosive or incendiary device or material considered to have the capacity to create an explosion is prohibited unless specifically authorized by school officials.
- E. The USE of an explosive, including, but not limited to, a bomb threat, false fire alarm, fireworks, smoke bomb or any representation of an explosive or incendiary device is prohibited.
- F. The use or the intent to use any material to cause a fire on school property constitutes arson and is prohibited.

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Teachers	School Administration
<ul style="list-style-type: none"> • Refer to School Administration 	<ul style="list-style-type: none"> • Student conferences • Investigation and/or confiscation • Parent contact and/conference • Immediate removal from school property • Referral to appropriate law enforcement agency • Suspension • Recommend expulsion • Restitution • Suggested counseling • Referral to Disciplinary Hearing Committee
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> • Suspension (long term) • Alternative Education • Restitution • Suggested counseling • Recommended Expulsion • Report to Superintendent/School Board • Refer to appropriate state agencies 	<ul style="list-style-type: none"> • Hear expulsion case • Hear parental appeals • Consider a repeated or revised consequence from those previously stated.

School Board Policy	
<i>JEG</i>	<i>Expulsions and Exemptions from School Attendance</i>
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFCD</i>	<i>Weapons in Schools</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>

4. Disruptive Behavior

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

A. Dress Code

Based on the belief that school is a place where students are learning both academic and social skills, the school board requires that students dress appropriately.

Messages on clothing, jewelry and personal belongings that relate to drug, alcohol, tobacco, sex, violent groups, vulgarity or that reflect adversely upon persons because of their race, sex, color, creed, national origin, or ancestry are not permitted.

Appropriate dress includes clothing that covers the body sufficiently so as not to attract excessive attention to oneself. The braless look, see-through apparel, tube tops, tank tops, halter tops, mid-cut shirt/tops, pajamas, swimwear, and mini-skirts are not acceptable.

Students in grades K-5 may wear shorts, skorts, and capris of appropriate length in regular classes. Students in grades 6-12 may wear shorts, skorts, and capris no more than 2" above the knee. Very short shorts, tight shorts, and biker shorts, are not acceptable. Students in grades 6-12 are permitted to wear leggings in regular classes if the clothing worn over the leggings is no more than 2' above the knee.

For health and safety, appropriate footwear must be worn at all times. Bare feet, flip-flops, bedroom slippers, and any type of shoes with wheels are not acceptable.

For safety reasons and to minimize distractions, unauthorized headwear, (including, but not limited to: hats, scarves, bandanas, and Doo Rags), sunglasses, and other items that attract excessive attention are not permitted.

Decisions regarding the appropriateness of clothing, footwear, and accessories will be made by the building principal or designee. During special programs or field trips, school officials may require students to wear more formal attire or specialized clothing which can be an exception to that worn on a given school day.

Items initially deemed inappropriate will be brought to the parent's attention for corrective action. Subsequent violations of the dress code will subject the student to suspension from school.

B. Gambling

Gambling is an event, action, or statement which relies on chance for the monetary advantage of one participant at the expense of others. This violation includes

exchanging items of value as well as currency and extends to keeping score for later settlement.

C. Obscene Materials

The possession of literature or illustrations, or electronic images which are obscene or significantly disrupt the educational process is prohibited.

D. Electronic devices

Unauthorized electronic communication devices (ECD) such as cell phones, smart phones, headphones, ear buds, and electronic entertainment devices (EED) such as tablets, iPods, MP3 plays, and electronic games/toys MAY NOT be used, seen or heard in the building or on school grounds during the school hours. After final dismissal, they may be used outside the building only. Cell phones and other ECD/EED are to be turned off upon arrival at school. If the electronic communication device/electronic entertainment device (ECD/EED), is visible, goes off, or is used during school hours, it will be confiscated. The school is not responsible for lost, stolen, or damaged electronic devices, and will not investigate such cases.

E. Inappropriate Language or Gestures

Any serious or persistent use of language to prevent an orderly and peaceful learning experience by any individual constitutes verbal abuse.

Cursing or using abusive language including remarks intended to demean a person's race, religion, sex, national origin, disability, or intellectual ability is considered obscene. This violation includes actions or displays of an obscene nature and wearing of clothing or adornments, such as jewelry or tattoos, which themselves convey sexually suggestive message or offensive statements towards school personnel and/or students.

F. Insubordination

Failure to appropriately respond to written or verbal directions given by school personnel is considered insubordination. Also included is disobedience or defiance of reasonable request made by school personnel.

G. Other Disruptive Behaviors

Other activities which disrupt the orderly functions of the school include, but are not limited to: sexually explicit behavior, or sexual harassment, unauthorized fraternities or secret societies, unauthorized sales by students, possession of inappropriate toys, inappropriate use of school lockers and facilities, and inappropriate use of the Internet.

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Teachers	School Administration
<ul style="list-style-type: none"> • Student Conference • Parent contact and/or conference • Referral to School Administration • Referral to counselor • Confiscation • Behavior Management Plan 	<ul style="list-style-type: none"> • Student/Parent conference • Detention • Suspension • Restitution • Change of clothing for inappropriate attire • Referral to law enforcement agencies • Referral to Disciplinary Hearing Committee • Principal Probation • School counseling • Shortened day • Recommend Alternative Education
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> • Suspension (long term) • Probation • Restitution • Referral to Superintendent/School Board • Suggested counseling 	<ul style="list-style-type: none"> • Hear expulsion case • Hear parental appeals • Consider a repeated or revised consequence from those previously stated.

School Board Policy	
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFC-R2</i>	<i>Standards of Student Conduct: Dress</i>
<i>JFC-R3</i>	<i>Standards of Student Conduct: Bomb Threats</i>
<i>JFC-R4</i>	<i>Standards of Student Conduct: Sexual Harassment of Students</i>
<i>JFC-R5</i>	<i>Standards of Student Conduct: Use of Drugs and Alcohol – Substance Abuse</i>
<i>JFCA</i>	<i>Teacher Removal of Students from Class</i>
<i>JFCE</i>	<i>Gang Activity or Association</i>
<i>JFHA/GBA</i>	<i>Sexual Harassment/Harassment Based on Race, National Origin, Disability & Religion</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>
<i>II BEA/GAB</i>	<i>Acceptable Computer System Use</i>
<i>II BEA/GAB-R</i>	<i>Acceptable Computer System Use</i>

5. Fighting/Assault

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. Actions, comments or written messages intended to cause others to fight or which may result in a fight are considered **incitement, provocation, or instigation**.
- B. Intentionally hitting, shoving, scratching, biting, kicking, blocking the passage of, or throwing objects at a student who does not reciprocate are considered **physical abuse**.
- C. Conveying by gestures, notes or verbal comments the intent to cause bodily injury or to deprive a student or employee of his rights is considered a **threat**.
- D. **Fighting** involves two or more parties in conflict when they are intentionally striking each other for the purpose of causing harm or injury. This action may extend to mutual shoving, wrestling, or other aggressive actions that result in the danger of harm or injury to either party, bystanders, or school property.
- E. The willful use of physical violence which is intended to result in bodily injury or the use of a dangerous object in an effort to cause bodily injury is considered an **assault** on a student.
- F. Intentional physical violence or threat of violence directed toward an employee is considered an assault. This action will result in an immediate removal from the school and a consideration for expulsion.
- G. Any inappropriate behavior which is of a sexual nature including, but not limited to, touching of sensitive and private areas of another's body is considered **sexual assault**.
- H. The willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student is considered **extortion**.
- I. **Unsafe Conduct** which endangers either oneself or others is prohibited.
- J. Any aggressive and unwanted behavior that intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressors and victim; and is repeated over time or causes severe emotional trauma is considered **bullying**. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument, or peer conflict.

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Teachers	School Administration
(Pushing/Shoving/Horseplay – Bodily Contact) <ul style="list-style-type: none"> • Student conference • Parent contact and conference with parent • Behavior Management Plan (Fighting/Assault/Battery) <ul style="list-style-type: none"> • Referral to School Administration 	<ul style="list-style-type: none"> • Conference with teacher • Conference with parent/teacher/student (Any combination of persons involved) • Behavioral Management Plan • Detention • In or out of school suspension • Students may be excluded from participating in school activities • Recommend to Alternative Education Program • Initiate court referral (if applicable) • Referral to Disciplinary Hearing Committee
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> • Probation • Suggestion for professional counseling • Alternative Education • Suspension (long term) • Recommendation for Expulsion • Referral to Superintendent/School Board 	<ul style="list-style-type: none"> • Hear expulsion case • Hear parental appeals • Consider a repeated or revised consequence from those previously stated.

School Board Policy	
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFC-R4</i>	<i>Standards of Student Conduct: Sexual Harassment of Students</i>
<i>JFCA</i>	<i>Teacher Removal of Students from Class</i>
<i>JFHA/GBA</i>	<i>Sexual Harassment/Harassment Based on Race, National Origin, Disability & Religion</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>

6. Integrity

Students are expected to perform honestly through the production of their own work and the demonstration of respect for the belongings of others. The following acts are prohibited:

- A. **Cheating** includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work.
- B. **Plagiarism** includes the copying of the language, structure, idea and/or thought of another and representing it as one's own original work.
- C. **Falsification** includes the verbal or written statement of any untruth, including the production of forgery or use of forged writing.
- D. **Stealing** includes acquiring another's possessions without permission. The possession of stolen property is considered theft.
- E. Attempts toward completion of any act described above would constitute a violation and may result in consequences to the same extent as if the attempted act had been completed.

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Teachers	School Administration
<ul style="list-style-type: none"> • Student conference • Parent contact • Behavior Management Plan • Restitution 	<ul style="list-style-type: none"> • Conference with teacher • Conference with parent/teacher/student (Any combination of persons involved) • Behavioral Management Plan • Restitution • Detention • Suspension • Recommend Alternative Education • Possible referral to community agencies, (including legal authorities) • Referral to Disciplinary Hearing Committee
Disciplinary Hearing	Superintendent/School Board
<ul style="list-style-type: none"> • Probation • Suggestion for professional counseling • Alternative Education • Suspension (long term) • Referral to Superintendent/School Board 	<ul style="list-style-type: none"> • Hear expulsion case • Hear parental appeals • Consider a repeated or revised consequence from those previously stated.
School Board Policy	
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFCA</i>	<i>Teacher Removal of Students from Class</i>
<i>JFCB</i>	<i>Sportsmanship, Ethics and Integrity</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>

7. Pupil Transportation and Bus Conduct Rules

Proper behavior is required at bus stops and while riding the bus to assure that the property rights of others, residential or otherwise, are respected.

A. Motor Vehicle Drivers

High school students who meet the requirements and accept the responsibilities of driving private automobiles to school are permitted to do so dependent upon the student's willingness to follow the parking and auto usage regulations as prescribed by law, and by the high school. Failure to adhere to these regulations could result in forfeiture of the privilege of parking a motor vehicle on school property, and in the case of a parking violation, having one's vehicle towed from the premises at the operator's expense.

B. Walkers

Students in middle and high schools who walk to school are required to arrive promptly. 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 dwellers and businesses on their way to or from school.

C. The School Bus

The safety of children walking or riding a bus to school is a responsibility which is shared by school administrators, classroom teachers, pupils, school bus drivers, parents and the motoring public.

The school division requests that parents or their designee accompany their young children to and from the bus stop.

Recognizing that many students spend several hours each day either waiting, boarding and exiting, or riding the bus, it is imperative that all students obey certain rules and regulations designed to provide the maximum degree of safety while traveling to and from school.

Riding a publicly owned and operated school bus **is a privilege earned through proper conduct** and continued respect of that privilege; therefore, the rules and regulations that follow must be followed by pupils while waiting for the bus, while riding the bus, and after leaving the bus.

Pupil Transportation Information

1. The rules and regulations listed are for your child's safety and protection. Bus drivers are instructed to report to the school principal any infraction of these rules and regulations.
2. **Riding a school bus is a privilege.** Should any child be reported to the school principal, the principal will be responsible for the disciplinary action including loss of the privilege of bus transportation until the parents and principal can arrive at an understanding.
3. Students who wish to get off at a stop other than their own, or ride a bus other than their regular bus, must have written permission from their parents, and the written parental permission must be signed by the principal. This permission may be granted if space is available on the bus.
4. If we can be of any help to you with problems related to the transportation of your child, please feel free to contact the school principal or transportation department.

Cople Elementary School

Ms. Leslie Steele, Principal
(804) 472-2081

Washington District Elementary

Ms. Sandy Herdle, Principal
(804) 224-9100

Montross Middle School

Mr. William Bowen, Principal
(804) 493-9818

Washington & Lee High School

Mr. Roger Coleman, Principal
(804) 493-8015

Transportation Department

Mr. Terry Rich
(804) 493-9491

Note: Unauthorized persons are not allowed to board the bus. Violators may be prosecuted.

<i>School Board Policy</i>	
<i>EEA</i>	<i>Student Transportation Services</i>
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFCC</i>	<i>Student Conduct on School Buses</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>

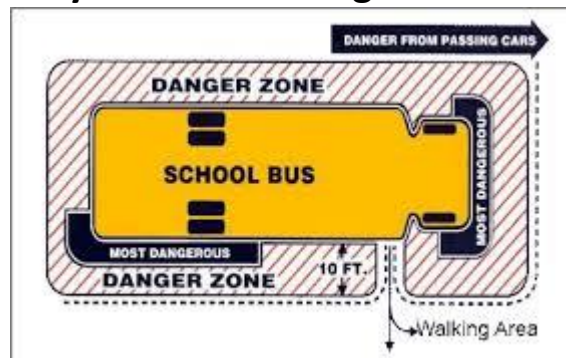
Bus Rules and Regulations

1. Be at designated bus stops on time.
2. Remain off the traveled portion of the roadway while waiting for the bus and form a line to board the bus.
3. Wait until the bus has come to a complete stop and the bus driver signals that it is safe to cross before crossing a road to board the bus.
4. Cross in front of the bus when crossing the road or highway; NEVER CROSS IN BACK OF THE BUS.
5. Never run after the bus or run along beside the school bus.
6. Use the handrail when entering and exiting the bus.
7. Sit three (3) in a seat by filling the bus as directed by the bus driver.
8. Remain in the seat assigned by the bus driver. (Elementary)
9. Hold musical instruments and avoid leaving them in the aisle.
10. Refrain from using profane or vulgar language, loud talking, shouting, or any other noise that will interfere with the driver performing his/her duties or endanger the safety of others.
11. Keep hands, head and feet inside the bus at all times. Keep feet off the seats and back of seats.
12. Do not stand in front of the double bar, padded protective device between the driver and entrance door.
13. Do not bring or post advertising materials of any kind on school bus.
14. Do not bring knives, guns, or any form of weapons on the school bus.
15. Do not use any unauthorized electronic devices on the school bus.
16. Do not smoke, chew gum, eat or drink on school bus.
17. Do not throw objects on the bus or out of the bus windows.
18. Do not fight, push, crowd, or cause disruptive behavior.
19. Do not place any objects on the bus that will restrict passageway to the entrance, aisle or emergency exits.
20. Enter or leave the bus only at the front door except in the case of any emergency.
21. In an emergency, remain on the bus, unless otherwise instructed.
22. Refrain from shouting at passing persons or vehicles and distracting the attention of the driver at all times.
23. Be considerate of small or primary age pupils. (Elementary)
24. Report to the driver any damage observed; pupils will pay for damage done to the bus when not obeying bus regulations.
25. Inform the driver when absence is anticipated.
26. Go directly home after leaving the bus.

SCHOOL BUS SAFETY ZONE

The area around the school bus is called the **DANGER ZONE** because it is very difficult, or impossible for the driver to see small children who are close to the front sides and rear of the bus.

Stay out of the Danger Zone!!!



The **DANGER ZONE** is the area immediately surrounding the school bus. It extends up to 30 feet in front and 10 feet behind the bus, and 10 feet from the sides. The area of greatest danger is immediately in front of the front bumper and right rear wheel. Teach children “If you can touch the bus, you are TOO CLOSE,” and “If you can’t see the driver as you cross the street in front of the bus, you are TOO CLOSE.” Children should always cross at least 10 feet in front of the bus. Students should wait for the driver’s signal to cross. Children should look both ways for traffic before crossing the street, and never stop to pick up anything that falls in front of the bus bumper or wheels. Students should always watch for moving vehicles when exiting a stopped school bus. Vehicles do not always stop for a school bus with red lights flashing, even though it is the law.

SCHOOL BUS DISCIPLINE PROCEDURES

- I. General Misbehavior and Inappropriate Conduct on the Bus
(such as loud noise, excessive laughing, blocking the aisle, eating, drinking, chewing, teasing, etc.)
 - 1st Offense: Warning and parent notification
 - 2nd Offense: Warning or 1 to 2-day suspension from the bus and parent notification
 - 3rd Offense and beyond: 3 to 5-day suspension from the bus and request for a parent conference

II. Profanity, Disrespectful Behavior and Moving While the Bus Is in Motion

1st Offense: Warning or 1 to 2-day suspension from the bus and parent notification

2nd Offense: 1 to 5-day suspension from the bus with parent notification

3rd Offense and beyond: 1 to 10-day suspension from the bus with request for a parent conference and/or recommendation to the Superintendent for further action

III. Damage to School Bus

1st Offense: Pay for all damages and/or 3 to 4-day suspension from the bus

2nd Offense and beyond: Pay for all damages and recommend that bus riding privileges be suspended for the remainder of the year

IV. Fighting or Smoking on the Bus

1st Offense: 1 to 5-day suspension from the bus or 3 to 5-day suspension from school and parent notification

2nd Offense: Suspension from the bus for 5 to 10-day or 5 to 10-day suspension from school and parent notification

3rd Offense: Suspension from the bus for 10 school days or 10-day suspension from school, and a recommendation to the Superintendent for further action

V. Possession and/or Use of Illegal Drugs, Alcohol or dangerous Weapons
(such as knives, pins, guns, etc.)

1st Offense: 10-day suspension from school, parent notification, possible notification of legal authorities, and recommendation to the Superintendent for further action.

Note: In case of serious injury or distribution of drugs or alcohol, there will be an automatic consideration of expulsion.

8. Tobacco Products

Students must be provided with a healthy, smoke-free environment.

All students are prohibited from the use and possession of tobacco products, matches and lighters on school property. This prohibition includes all related locations and activities: (such as, but not limited to bus stops, school bus, extracurricular activities)

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Teachers	School Administration
<ul style="list-style-type: none"> Referral to school administration in writing 	<ul style="list-style-type: none"> Confiscate the items Conference with teacher – information gathering Conference with parent/teacher/student Repeated offenses subject to suspension and/or rehabilitative programs Referral to Disciplinary Hearing Committee
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> Refer to legal authorities Court Referral Recommend Alternative Education Program Recommend expulsion to Superintendent/School Board 	<ul style="list-style-type: none"> Hear expulsion case Hear parental appeals Consider a repeated or revised consequence from those previously stated.

School Board Policy	
<i>IGAG</i>	<i>Teaching about Drugs, Alcohol, and Tobacco</i>
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JFCH/GBEC</i>	<i>Tobacco-Free School for Staff and Students</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>
<i>KGC</i>	<i>Use of Tobacco and Electronic Cigarettes on School Premises</i>

9. Trespassing

Students, patrons, and school personnel are expected to have the appropriate authorization to be on school property.

- A. Any student who has been suspended from attendance, expelled, or assigned to Alternative education is considered a trespasser if he/she appears on any Westmoreland County Public school property, unless the administration gives written permission for the student to be on school property.
- 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 school personnel to leave school property is expected to do so immediately. Failure to do so is considered trespassing.
- D. No student or other person may attend or visit a Westmoreland County school as a guest during the regular school day without written authorization from the school's administration.

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Note: Those who have been duly notified in writing not to trespass on school property will be prosecuted to the full extent of the law.

Teachers	School Administration
<ul style="list-style-type: none"> • Refer to office ANY suspicions 	<ul style="list-style-type: none"> • Conference w/person(s) to inform of policy • Refer to proper legal authorities (if necessary) • Referral to Disciplinary Hearing Committee
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> • Court Referral (if applicable) • Recommend expulsion to Superintendent/School Board 	<ul style="list-style-type: none"> • Hear expulsion case • Hear parental appeals • Consider a repeated or revised consequence from those previously stated.
School Board Policy	
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>
<i>KK</i>	<i>School Visitors</i>

10. Vandalism

Residents of Westmoreland County are entitled to enjoy property free from the abuse of others.

Vandalism is the willful marring, defacing, or destruction of property both in the community and held in trust by the School Board of Westmoreland County, or any of the Board's employees. This section applies to the buildings, exteriors and interiors thereof, computers, electronics, books, school buses, private automobiles, school grounds and property as designated above. Causing or attempting to cause damage to school and personal property of others will not be permitted.

Recommended Consequences – one or more may apply:

(Students who are suspended from school or the bus may not ride the school bus home the day of the suspension. Parents will be contacted to provide transportation for their child.)

Note: Those who have been duly notified in writing not to trespass on school property will be prosecuted to the full extent of the law.

Teachers	School Administration
<ul style="list-style-type: none"> • Conference with student • Loss of student privileges • Parent/student/teacher conference • Refer to school administration 	<ul style="list-style-type: none"> • Conference with parent/student/teacher (any combination of persons involved) • Possible referral to legal authorities • Restitution • Suspension • Referral to Disciplinary Hearing Committee
Disciplinary Hearing Committee	Superintendent/School Board
<ul style="list-style-type: none"> • Alternative Education • Long Term Suspension • Recommendation for expulsion 	<ul style="list-style-type: none"> • Hear expulsion case • Hear parental appeals • Consider a repeated or revised consequence from those previously stated.

School Board Policy	
<i>ECAB</i>	<i>Vandalism</i>
<i>IIBEA/GAB</i>	<i>Acceptable Computer System Use</i>
<i>JFC</i>	<i>Student Conduct</i>
<i>JFC-R1</i>	<i>Standards of Student Conduct</i>
<i>JGD/JGE</i>	<i>Student Suspension/Expulsion</i>

Appendix A

STUDENT ABSENCES/EXCUSES/DISMISSALS

I. Student Attendance Policy

Student attendance is a cooperative effort and the School Board involves parents and students in accepting the responsibility for good attendance.

Each parent/guardian or person having control or charge of a child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law.

Parents of students who are absent must inform the school of the reason for the absence no later than upon the student's return to school. Absences are excused for the following reasons: funeral of immediate family member, illness (including mental health and substance abuse illnesses), injury, legal obligations, medical procedures, suspensions, expulsions, religious observances, and military obligation.

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 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.

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, the school principal, principal's designee, attendance officer or other school personnel or volunteer notifies 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 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) reasonable efforts to notify the parent of the absences have failed, then the principal or principal's designee shall make 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 10 school days after the tenth absence of the pupil, regardless of whether his 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 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.

V. 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.

Adopted: August 10, 1998
Amended: September 13, 1999
Amended: August 12, 2001
Amended: July 9, 2004
Amended: July 20, 2009
Amended: July 12, 2010
Amended: July 17, 2017
Amended: July 16, 2018

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-227.1, 22.1-254, 22.1-258, 22.1-260, 22.1-279.3, 46.2-323 and 46.2-334.001.

8 VAC 20-730-10.

8 VAC 20-730-20.

Cross Refs.: IGAJ
JFC
JFC-R

Driver Education
Student Conduct
Standards of Student Conduct

STUDENT ABSENCES/EXCUSES/DISMISSALS

I. Student Attendance

Student attendance is a cooperative effort and the School Board involves parents and students in accepting the responsibility for good attendance. Parents/guardians are responsible for each child's regular and punctual attendance at school as required under provisions of the law.

Attendance will be taken by the teacher each day. At the elementary level, attendance will be taken once per day. At the middle and high school level, attendance will be taken in every class.

Parents/guardians will be alerted to student absences daily via an automated calling system. Parents/guardians are responsible for providing the school with a current, working phone number in order to receive automated calls.

II. Notes for Absences

Parents of students who are absent must inform the school of the reason for the absence no later than upon the student's return to school. All absences will be recorded as "unexcused" until a valid written explanation for the absence has been received. With a valid note, absences will be excused for the following reasons: funeral of immediate family member, illness (including mental health and substance abuse illnesses), injury, legal obligations, medical procedures, religious observances, and military obligation.

Notes informing the school of the reason for the absence should be submitted the same day the student returns to school. Notes submitted more than five calendar days following the student's return to school will not be accepted, and the days absent will be permanently recorded as "unexcused."

Notes may be written by the parent/guardian for the first five consecutive days the student is absent, or the first ten cumulative days of absence per year. After five consecutive days or ten cumulative days of absence, only notes written by a medical or mental health professional, or an officer of the court, will be accepted. Absences not properly documented with a valid note will be permanently recorded as "unexcused."

In addition to the reasons listed above, students may also be excused for participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with a note granting prior approval from the Superintendent or Superintendent's designee.

III. Procedures for Excused Absences

Students with excused absences will be required to complete all missed assignments and assessments within a reasonable timeframe specified by the teacher(s). As a general guideline, students will be given no more than two days to complete assignments and assessments for each one day of absence. Students with excused absences will have their assignments and assessments graded in the same manner as other students.

Students whose absences are excused by reason of observance of a religious holiday will not be deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reason of such absence, if the absence is verified in an acceptable manner.

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.

IV. Procedures for Attendance Notifications and Interventions

Parents/guardians will be alerted to student absences daily via an automated calling system. School staff shall record each student's absences and record each absence as "excused" or "unexcused." Parents/guardians will be notified via letter when a student accumulates five unexcused or ten total absences (whether excused or unexcused) for the school year.

Unexcused Absences

A. Upon Five Unexcused Absences

If a student accumulates five unexcused absences for the school year, the principal or principal's designee shall make a reasonable effort to ensure direct contact is made with the parent, either in person or through phone conversation to obtain an explanation for the student's absences and to explain to the parent the consequences of continued absence. The principal or principal's designee, the student, and the student's parent will jointly develop an Attendance Plan to resolve the student's nonattendance. This plan will include documentation of the reason(s) for the student's absences, as well as action steps to be taken by the student, parent, and/or school staff to improve student attendance. This plan may include assignment to attend Saturday Academy to make up lost instructional time.

B. Upon Six Unexcused Absences

If a student accumulates six unexcused absences for the school year, the principal (or principal's designee) or the division attendance officer shall schedule an attendance conference with the student and the student's parent to resolve issues related to the student's nonattendance. Additional school personnel and/or community service providers may also be included in this conference. At the conference, the student's Attendance Plan will be reviewed and revised, as needed. This conference must be scheduled within ten school days and held within fifteen school days of the student's sixth unexcused absence.

C. Upon Seven Unexcused Absences

If a student accumulates seven unexcused absences, the principal or principal's designee shall notify the division attendance officer who will enforce the compulsory attendance rules by either or both of the following: (i) filing a complaint with the juvenile and domestic relations court alleging the pupil is a child in need of supervision as defined in Va. Code §16.1-228 or (ii) instituting 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 already undertaken to resolve the pupil's absence. If the student's parents have joint physical custody of the student and the school has notice of the custody arrangement, then both parents shall be notified at their last known addresses.

D. Parental Cooperation in Remediating Excessive Unexcused Absences

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

E. Partial Day Unexcused Absences

The actions outlined in sections A-D above may be implemented at the discretion of the principal or principal's designee if a student engages in a pattern of unexcused partial-day absences.

Total Absences (Excused and Unexcused)

A. Upon Ten Total Absences

If a student accumulates ten absences, for any reason, for the school year, the principal (or principal's designee) or the division attendance officer shall schedule an attendance conference with the student and the student's parent to address issues related to the student's nonattendance. Additional school personnel and/or community service providers may also be included. At the conference, the team will discuss the reason(s) for the student's absences and inform the parent of the consequences of continued absence. The principal (or principal's designee), the division attendance officer, the student, and the student's parent will jointly develop an Attendance Plan to resolve the student's nonattendance. This plan will include documentation of the reason(s) for the student's absences, as well as action steps to be taken by the student, parent, and/or school staff to improve student attendance. This plan may include assignment to attend Saturday Academy to make up lost instructional time. This conference must be scheduled within five school days and held within ten school days of the student's tenth total absence.

B. Upon Fifteen Total Absences

If a student accumulates fifteen total absences for the school year, for any reason, the principal or principal's designee shall notify the division attendance officer who will schedule a follow-up attendance conference with the student student's parents, appropriate school personnel, and/or community service providers. At this conference, the team will review and revise the Attendance Plan, as needed.

V. Consequences for Chronic Absenteeism or Truancy

Chronic Absenteeism

Chronic absenteeism is defined as a student missing more than ten percent of scheduled school days for any reason. This is equivalent to missing more than eighteen school days in a school year.

A student who is chronically absent may be recommended for retention due to having missed too much instructional time. A middle or high school student who misses more than nine days for a semester course may fail the individual course due to having missed too much instructional time. The decision regarding retention and/or course failure due to absences will be made by the principal after reviewing the student's record and holding an Attendance Review Conference. The parent, student, student's teacher(s), and other appropriate school personnel (e.g., a school attendance team) will be invited to participate in this conference. The principal will take into consideration the total number of absences, reason(s) for the absences,

student and parent compliance with attendance conferences, and student and parent compliance with the student's Attendance Plan and interventions and action steps included in that plan.

The parent shall be notified in writing of the principal's decision regarding retention and/or course failure due to absences. Parents may appeal the principal's decision to the Superintendent or Superintendent's designee. The decision of the Superintendent or his designee is final.

Truancy

Truancy is defined as accumulating seven or more unexcused absences. If a student is truant, the principal or principal's designee will notify the division attendance officer who will enforce the compulsory attendance rules by either or both of the following: (i) filing a complaint with the juvenile and domestic relations court alleging the pupil is a child in need of supervision as defined in Va. Code §16.1-228 or (ii) instituting proceedings against the parent pursuant to Va. Code §§18.2-371 or 22.1-262.

Adopted: November 9, 1998
Amended: July 9, 2004
Amended: August 8, 2008
Amended: July 12, 2010
Amended: August 21, 2017

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-254, 22.1-258, 22.1-260, 22.1-279.3, 46.2-323 and 46.2-334.001.

8 VAC 20-230-20.

8 VAC 20-730-10.

Cross Refs.:	IGAJ	Driver Education
	JED	Student Absences, Excuses, Dismissals
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

STUDENT CONDUCT

The standards of student conduct are designed to define the basic rules and major expectations of students in the public schools of Westmoreland County. It is the responsibility of the Westmoreland County School Board to adopt policy and regulations and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety and welfare of its students. The local school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct. Principals are responsible for ensuring that all students, staff members and parents are provided the opportunity to become familiar with this policy.

The superintendent issues Standards of Student Conduct and a list of possible corrective actions for violation of the Standards of Conduct. 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 Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance law is also sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's 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 administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

Each student has the right to expect an educational environment in which he or she can strive to achieve his or her intellectual potential. The student is expected to attend school regularly, be diligent in his/her studies and conduct him/herself in such a way that the rights and privileges of others are not violated. The student is expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

All parents are expected to assume responsibility for the student's behavior and assist the school in enforcing the Standards of Student Conduct and compulsory school

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

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 such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) 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.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education.

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 his designee determines that readmission, without parent conference, is appropriate for the student.

If a parent fails to comply with the requirements of this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

Students are subject to corrective action for any misconduct that occurs:

- in school or on school property;
- on a school vehicle;
- while participating in or attending any school sponsored activity or trip;
- on the way to and from school; and
- off school property, when the acts lead to: (1) notification pursuant to Va. Code § 16.1-305.1 or a conviction for an offense listed in Va. Code § 16.1-260, (2) a charge that would be a felony if committed by an adult, or (3) disruption of the learning environment.

Unlawful acts which will lead to police notification and may lead to suspension from classes, exclusion from activities or expulsion include but are not limited to:

- possession or use of alcohol, illegal drugs, including marijuana and anabolic steroids, or drug paraphernalia;
- selling drugs;
- assault/battery;

- sexual assault;
- arson;
- intentional injury (bullying, fighting);
- theft;
- bomb threats, including false threats, against school personnel or school property;
- use or possession of explosives (see Policy JFCD Weapons in School);
- possession of weapons or firearms (see Policy JFCD Weapons in School);
- extortion, blackmail or coercion;
- driving without a license on school property;
- homicide;
- burglary;
- sex offenses (indecent exposure, obscene phone calls, sodomy and child molestation);
- malicious mischief;
- shooting;
- any illegal conduct involving firebombs, explosive or incendiary devices or materials, hoax explosive devices or chemical bombs;
- stabbing, cutting or wounding;
- unlawful interference with school authorities including threats;
- unlawful intimidation of school authorities; and
- other unlawful acts including being an accessory to any of these or other unlawful acts.

Any student involved in a reportable drug or violent incident shall participate in prevention and intervention activities deemed appropriate by the superintendent or superintendent's 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 (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

The superintendent issues regulations listing additional actions which may be cause for corrective action and if serious enough or exhibited repeatedly may lead to suspension or expulsion.

The School Board biennially reviews the model student conduct code developed by the Board of Education to incorporate into policy a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Adopted: August 21, 2006

Amended: August 8, 2008

Amended: June 20, 2011

Amended: July 15, 2013

Amended: July 21, 2014
Amended: July 20, 2015

Legal Refs.: Code of Virginia, 1950, as amended, §§16.1-260, 18.2-308.1, 18.2-308.7, 22.1-78, 22.1-200.1, 22.1-253.13:7.C.3; 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6.

Cross Refs.:	CLA	Reporting Acts of Violence and Substance Abuse
	ECAB	Vandalism
	IIBEA/GAB	Acceptable Computer System Use
	IIBEA-R/ GAB-R	Acceptable Computer System Use
	JFHA/GBA	Prohibition Against Harassment and Retaliation
	JGA	Corporal Punishment
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	JN	Student Fees, Fines and Charges

STANDARDS OF STUDENT CONDUCT

The following are standards of student conduct established by the School Board for all students. The consequences of any act are determined on the basis of the facts presented in each situation in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

1. Assault and Battery

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.

An assault is a threat of bodily injury.

A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

2. Attendance; Truancy

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

If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

3. Bomb Threats

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

4. Bullying

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities.

"Bullying" means 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.

The principal notifies the parent of any student involved in an alleged incident of bullying of the status of any investigation within five school days of the allegation of bullying.

5. Bus-Related Offenses

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

6. Cheating

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

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

7. Communication Devices

Students may possess a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communications device on school property, including school buses, provided that the device must remain off and out of sight during instructional time unless it is being used for instructional purposes at the direction of the student's teacher.

At no time may any device be used with an unfiltered connection to the Internet.

The division is not liable for devices brought to school or school activities.

If a student possesses or uses such a device other than as permitted in this policy, in addition to other disciplinary sanctions which may be imposed, the device may be confiscated from the student and returned only to the student's parent.

8. Defiance of the Authority of School Personnel

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

9. Disruptive Conduct

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

10. Electronic Cigarettes

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

11. Extortion

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

12. Felony Charges

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

13. Fighting

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

14. Gambling

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

15. Gang Activity

Gang-related activity is not tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). (See Policy JFCE Gang Activity or Association.)

16. Harassment

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

17. Hazing

Students shall not engage in hazing.

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

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

18. Internet Use

Students shall abide by the BLANK School Division's Acceptable Computer Use Policy and Regulation. (See Policy IIBEA Acceptable Computer System Use.)

19. Laser Pointers

Students shall not have in their possession laser pointers.

20. Other Conduct

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

21. Possession or Use of Weapons or Other Dangerous Articles

Students shall not have in their possession any type of unauthorized firearm or other dangerous weapon or device. (See Policy JFCD Weapons in School.)

22. Profane, Obscene or Abusive Language or Conduct

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

23. Reports of Conviction or Adjudication of Delinquency

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

24. Stalking

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

25. Student Dress

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

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes.

Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

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

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

26. Theft

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

27. Threats or Intimidation

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason.

28. Trespassing

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

29. Use and/or Possession of Alcohol, Tobacco, Anabolic Steroids, and Other Drugs

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

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

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

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

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

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

30. Vandalism

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

CORRECTIVE ACTIONS

The following corrective actions are among those available to the school administration for violation of the Student Code of Conduct. The facts and circumstances of each offense are considered fully in determining reasonable corrective actions.

1. Counseling
2. Admonition
3. Reprimand
4. Loss of privileges, including access to the School Division's computer system
5. Parental conferences
6. Modification of student classroom assignment or schedule
7. Student behavior contract
8. Referral to student assistance services
9. Removal from class
10. Initiation of child study process
11. Referral to in-school intervention, mediation, or community service programs
12. Tasks or restrictions assigned by the principal or his designee
13. Detention after school or before school
14. Suspension from school-sponsored activities or events prior to, during, or after the regular school day
15. In-school suspension
16. Out-of-school suspension
17. Referral to an alternative education program
18. Notification of legal authority where appropriate
19. Recommendation for expulsion including recommendation for expulsion for possessing a firearm, destructive device, firearm muffler, firearm silencer or pneumatic gun on school property or at a school-sponsored event and recommendation for expulsion for having brought a controlled substance,

imitation controlled substance or marijuana onto school property or to a school sponsored activity

20. Evaluation for alcohol or drug abuse

21. Participation in a drug, alcohol or violence intervention, prevention or treatment program

Adopted: July 20, 2009

Amended: June 20, 2011

Amended: July 15, 2013

Amended: December 16, 2013

Amended: July 21, 2014

Amended: July 20, 2015

Amended: July 17, 2017

Legal Refs.: Code of Virginia, 1950, as amended, §§ 18.2-56, 18.2-83, 18.2-85, 18.2-87.1, 18.2-119, 18.2-308, 18.2-308.1, 18.2-308.7, 18.2-371.2, 18.2-433.1, 22.1-70.2, 22.1-78, 22.1-202, 22.1-253.13:7.C.3, 22.1-276.3, 22.1-277, 22.1-277.07:1, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.6, 46.2-323, 46.2-334.001.

Student Code of Conduct Policy Guidelines (Virginia Board of Education October 2013).

Information Brief: Cyberbullying and School Policy (Virginia Department of Education August 2008).

Cross Refs.:	CLA	Reporting Acts of Violence and Substance Abuse
	ECAB	Vandalism
	GAB/IIBEA	Acceptable Computer System Use
	GAB-R/IIBEA-R	Acceptable Computer System Use Regulation
	GBECA	Electronic Cigarettes
	IEA	Pledge of Allegiance
	IGAG	Teaching About Drugs, Alcohol and Tobacco
	JED	Student Absences/Excuses/Dismissals
	JFC	Student Conduct
	JFCD	Weapons in School
	JFCE	Gang Activity or Association
	JFCF	Drugs in School
	JFHA/GBA	Prohibition Against Harassment and Retaliation
	JGA	Corporal Punishment
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	JHCD	Administering Medicines to Students
	JN	Student Fees, Fines and Charges

STUDENT SUSPENSION/EXPULSION

I. DEFINITIONS

As used in this Policy,

“Alternative education program” includes night school, adult education, or another education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

“Destructive device” means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in Va. Code § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device described herein and from which a destructive device may be readily assembled. “Destructive device” does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique firearm as defined in subsection G of Va. Code § 18.2-308.2:2.

“Disruptive behavior” means a violation of school board regulations governing student conduct that interrupts or obstructs the learning environment.

“Exclusion” means 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 thirty 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” means 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.

“Firearm” means (1) any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material; (2) the frame or receiver of any such weapon; or

(3) any unloaded firearm in a closed container. "Firearm" does not include any pneumatic gun as defined in this Policy.

"Long-term suspension" means 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:

1. The offense involves possession of a firearm, destructive device, firearm muffler, firearm silencer, or pneumatic gun on school property or at or at a school-sponsored activity;
2. The offense involves possession of a controlled substance, imitation controlled substance, or marijuana on school property or at or at a school-sponsored activity;
3. The offense involves serious bodily injury; or
4. The Superintendent or the Superintendent's Designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

"One year" means 365 calendar days as required in federal regulations.

"Pneumatic gun" means any implement, designed as a gun, that will expel a BB or a pellet by action of pneumatic pressure. "Pneumatic gun" includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

"School property" means any real property owned or leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board.

"Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days.

"Superintendent's designee" means a 1) trained hearing officer or 2) professional employee in the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.

II. SUSPENSIONS AND EXPULSIONS OF STUDENTS GENERALLY

Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.

No student in preschool through grade 3, may be expelled or suspended for more than three school days unless:

1. The student has been adjudicated delinquent or convicted of one of the offenses listed in subsection G of § 16.1-260 of the Code of Virginia;

2. The offense involves possession of a firearm, destructive device, firearm muffler, firearm silencer, or pneumatic gun on school property or at or at a school-sponsored activity;
3. The offense involves possession of a controlled substance, imitation controlled substance, or marijuana on school property or at or at a school-sponsored activity;
4. The offense involves physical harm or credible threat of physical harm to others; or
5. The Superintendent or the Superintendent's Designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Any student for whom the superintendent of the school division in which the student is enrolled has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance.

The authority of teachers to remove students from their classes in certain instances of disruptive behavior shall not be interpreted to affect the operation of this Policy.

III. SHORT-TERM SUSPENSIONS

The principal or assistant principal may suspend a student out of school for ten days or less using the following procedures.

1. Informal Hearing

Except in an emergency situation requiring the student's immediate removal, no student shall be suspended from school prior to having an informal hearing before the principal or assistant principal. At such an informal hearing, the student shall be informed as to the charges and given an opportunity to respond. If the student denies the charges, the principal or assistant principal shall give the student an explanation of the evidence supporting the charges and an opportunity to explain his/her version of the facts. If appropriate, the principal or assistant principal may conduct a further investigation into the matter before taking action.

In emergency situations where a student's presence may pose a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, a student may be suspended from school immediately without the informal hearing set forth above. In such cases, the student shall be accorded the informal hearing as soon as practicable.

2. Notice of Suspension

Once a decision to suspend is made, the principal or assistant principal shall observe the procedures listed below:

- (a) The principal or assistant principal shall notify the parent/guardian and student in writing of the suspension and the reasons therefor. The written notice shall also state any conditions of the suspension, e.g., required parental conference, prohibition on coming onto school property, and the date that the student may return to school. A copy of the written notice of the suspension shall also be transmitted by the principal or assistant principal to the Superintendent/designee.
- (b) The written notice shall also inform the parent/guardian that the suspension decision may be subject to review on the record by the Superintendent/designee if requested in writing within three school days of receipt of the notice of suspension.

3. Review of Suspensions of Ten School Days or Less

Upon written request of the parent/guardian within three school days of notice of the suspension, the Superintendent/designee shall conduct a review of the suspension on the record. The failure to request a review of the suspension in writing within the prescribed time will constitute a waiver of the right to a review of the short-term suspension. The Superintendent/designee shall conduct a review of the suspension and give written notice of his decision to the parent. The Suspension shall remain in place during the review process. The decision of the Superintendent/designee upon such review shall be final and is not subject to appeal.

4. Suspension of Ten School Days or Less Coupled with Recommendation for Long-Term Suspension or Expulsion

If, in addition to suspending a student for ten school days or less, the principal or assistant principal recommends long-term suspension and/or expulsion, the below procedures for long-term suspension and/or expulsion shall be observed in addition to the above procedure for short-term suspensions.

IV. LONG-TERM SUSPENSION

1. Procedures Governing Long-Term Suspensions

If a student is recommended for long-term suspension, the following procedures shall be observed:

- (a) The principal or assistant principal shall notify the student's parent/guardian and the student in writing of the recommendation for long-term suspension and the reasons therefor.
- (b) A copy of the written notice of the recommendation for long-term suspension shall also be transmitted to the Superintendent/designee.
- (c) The Superintendent/designee will conduct a hearing, in accordance with the hearing procedure set forth in subparagraph (1)(e) below, within ten school days of the recommendation, unless the student and his/her parent/guardian agree to an extension of time for conducting the hearing.
- (d) The Superintendent/designee may uphold the recommendation or recommend various forms of other disciplinary action, including, but not limited to, disciplinary probation, community service work assignments, placement in alternative education programs, or referral to other public agencies.
- (e) The procedure for the hearing before the Superintendent/designee shall be as follows:
 - (i) The Superintendent/designee shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the Superintendent/designee.
 - (ii) The Superintendent/designee may ask for opening statements from the principal or his representative and the student or his parent or their representatives. The Superintendent/designee, in his discretion, may also allow closing arguments at the conclusion of the hearing.
 - (iii) The parties shall then present their evidence. Because the principal has the ultimate burden of proof, he shall present his evidence first. After the principal concludes his evidence, the student shall present his evidence. Witnesses may be questioned by the Superintendent/designee and by the

parties or their representatives. The Superintendent/designee may, in his discretion, vary this procedure, but it shall afford full opportunity to both parties the right of cross examination; provided, that the Superintendent/designee may take testimony of student witnesses outside the presence of the student, his parent and their representative if the Superintendent/designee determines, in his discretion, that such action is necessary to protect the student witness.

- (iv) The parties shall produce such other evidence as the Superintendent/designee may deem necessary. The Superintendent/designee shall be the judge of the relevancy and materiality of the evidence.
- (v) Exhibits offered by the parties may be received in evidence by the Superintendent and, when so received, shall be marked and made a part of the record.
- (vi) The Superintendent/designee may uphold, reject or alter the recommendation.
- (vii) The Superintendent/designee shall transmit his decision to the student, the student's parent/guardian, and the principal.

2. Appeal of Long-Term Suspension

If the Superintendent/designee decides to long-term suspend the student, the principal, the student, and the student's parent/guardian shall be advised in writing of the decision and of the student's right to appeal the decision to the School Board. The appeal must be made in writing to the Superintendent or designee within 5 school days from the date of the Superintendent or designee's decision or the right to appeal to the School Board will be waived. Upon a timely appeal, the School Board will decide the appeal on the record within 30 days of the appeal.

Nothing herein shall be construed to prohibit the School Board from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

V. EXPULSION

1. Procedures Governing Expulsion

If a student is recommended for expulsion, the following procedures shall be observed:

- (a) The principal or assistant principal shall notify the student's parent/guardian and the student in writing of the recommendation for expulsion and the reasons therefor.
- (b) A copy of the written notice of the recommendation for expulsion shall also be transmitted to the Superintendent/designee.
- (c) Once the Superintendent/designee receives notification of a recommendation for expulsion, he/she shall conduct a hearing to determine whether to recommend expulsion to the School Board. The Superintendent/designee may impose a lesser sanction. If the Superintendent/designee upholds the recommendation of expulsion, the student shall be suspended until the matter is decided by the School Board.

If the Superintendent decides to recommend a lesser disciplinary action for an offense which carries a mandatory recommendation to the School Board of expulsion and the student and parent/guardian agree to such action, the student and parent/guardian shall indicate, in writing, their agreement to the imposition of such action without further hearing or appeal. The Superintendent shall present such recommendation to the School Board for its consideration. In the event the School Board refuses to accept the Superintendent's recommendation of lesser action, the Superintendent shall notify the student and parent/guardian of such refusal and of the right of the student and parent/guardian to a hearing before the School Board upon the original recommendation of expulsion.

- (d) Recommendations of expulsion shall be heard by the School Board. A student will only be expelled upon the vote of the majority vote of the School Board.
- (e) The procedure for the hearing before the School Board shall be as follows:
 - (i) The School Board shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the School Board.
 - (ii) The School Board may ask for opening statements from the principal or his representative and the student or his parent or their representatives. The School Board, in its discretion, may also allow closing arguments at the conclusion of the hearing.

- (iii) The parties shall then present their evidence. Because the principal has the ultimate burden of proof, he shall present his evidence first. After the principal concludes his evidence, the student shall present his evidence. Witnesses may be questioned by the School Board members and by the parties or their representatives. The School Board may, in its discretion, vary this procedure, but it shall afford full opportunity to both parties the right of cross examination; provided, that the School Board may take testimony of student witnesses outside the presence of the student, his parent and their representative if the School Board determines, in its discretion, that such action is necessary to protect the student witness.
- (iv) The parties shall produce such other evidence as the School Board may deem necessary. The School Board shall be the judge of the relevancy and materiality of the evidence.
- (v) Exhibits offered by the parties may be received in evidence by the School Board and, when so received, shall be marked and made a part of the record.
- (vi) The School Board may, by majority vote, uphold, reject, or alter the recommendation.
- (vii) The School Board shall transmit its decision to the student, the student's parent/guardian, the principal, and the Superintendent.
- (viii) A student who has been expelled from school by the School Board may file a written petition for readmission with the Superintendent no less than 300 and no more than 320 days after the effective date of the expulsion. The School Board will consider and act upon such petition prior to the expiration of 365 days from the effective date of the expulsion. If the petition is denied, subsequent petitions for readmission may be filed a year later unless a different time period is set by the School Board when ruling on the initial petition for readmission.

VI. ALTERNATIVE EDUCATION PROGRAM

The School Board may, in accordance with the procedures set forth in this policy for long-term suspensions or expulsions require any student who has been (a) charged with an offense relating to the Commonwealth's laws, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person; (b) found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or for which the disposition ordered by a court is required to be disclosed to the superintendent of the school division pursuant to Va. Code § 16.1-260(G); (c) found to have committed a serious offense or repeated offenses in violation of School Board policies; or (d) suspended or expelled pursuant to School Board policies, to attend an alternative education program. The School Board may require such student to attend an alternative education program regardless of where the crime occurred. The School Board may also require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of school board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

As used in this section, the terms "charged" means that a petition or warrant has been filed or is pending against a pupil, and "alternative education program" shall include, but shall not be limited to, 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.

The Superintendent/designee is authorized to require the student to attend an alternative education program consistent with the above provisions after providing (i) a written notice to the student and the student's parent/guardian that the student will be required to attend an alternative education program and (ii) a notice of the opportunity for the student or the student's parent/guardian to participate in a hearing to be conducted by the Superintendent/designee regarding such placement. The decision of the Superintendent/designee regarding such alternative education placement shall be final unless altered by the School Board, upon timely written petition, established for appeals of long-term suspensions, by the student or the student's parent/guardian, for a review of the record by the School Board.

The principal/designee may impose a short-term suspension upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code Ann. § 16.1-260(G), to another student in the same school pending a decision whether to require that such student attend an alternative education program.

VII. REPORTING

- A. Except as may otherwise be required by federal law, regulation or jurisprudence, reports are made to the superintendent and to the principal or principal's designee on all incidents involving
- (1) 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;
 - (2) the assault and battery which results in a bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property or at a school-sponsored activity;
 - (3) any conduct involving alcohol, 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;
 - (4) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
 - (5) the illegal carrying of a firearm as defined in Va. Code § 22.1-277.07 onto school property;
 - (6) any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85 or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property or at a school-sponsored activity;
 - (7) any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
 - (8) the arrest of any student for an incident occurring on a school bus, on school property or at a school sponsored activity, including the charge therefor; and
 - (9) any illegal possession of weapons, alcohol, drugs or tobacco products.
- B. The superintendent and the principal or principal's designee receive reports made by local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act, Va. Code § 54.1-3400 et seq., and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in the clauses (1) through (8) of subsection VII.A. of this policy, and whether the student is released to the custody of his parent or, if 18 years of age or more, is released on bond. A superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260 reports such information to the principal of the school in which the juvenile is enrolled.

- C. The principal or principal's designee submits a report of all incidents required to be reported pursuant to subsection VII.A.(1-8) of this policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education.

In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection VII.B. of this policy.

- D. The principal or principal's designee also notifies the parent of any student involved in an incident required by this subsection to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information concerning other students.
- E. Whenever any student commits any reportable incident as set forth in this subsection, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee.
- F. Except as may otherwise be required by federal law, regulation or jurisprudence, a principal immediately reports to the local law-enforcement agency any act enumerated in clauses (2) through (7) of subsection VII.A. of this policy that may constitute a criminal offense and may report to the local law enforcement agency any incident described in clause (1) of subsection VII.A. of this policy.

In addition, except as may be prohibited by federal law, regulation or jurisprudence, the principal also immediately reports any act enumerated in clauses (2) through (5) of subsection VII.A of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal reports that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.

- G. For purposes of this section, "parent" or "parents" means any parent, guardian or other person having control or charge of a child.

VIII. RE-ADMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS

Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to his or her regular school.

Any student who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this

Commonwealth or in another state may be excluded from attendance in the Westmoreland County Schools, in accordance with Policy JEC School Admission. In the case of a suspension of more than thirty days, the term of the exclusion may not exceed the duration of such suspension.

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

No suspended student is 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 principal's designee determines that re-admission, without parent conference, is appropriate for the student.

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

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

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

IX. DISCIPLINING STUDENTS WITH DISABILITIES

Students with disabilities are disciplined in accordance with Policy JGDA
Disciplining Students with Disabilities.

Adopted: August 21, 2006
Amended: July 20, 2009
Amended: June 20, 2011
Amended: July 15, 2013
Amended: July 21, 2014
Amended: July 20, 2015 (not VSBA)
Amended: April 18, 2016 (not VSBA)
Amended: July 16, 2018 (not VSBA)
Amended: August 20, 2018 (not VSBA)

Legal Refs.: 20 U.S.C. § 7151.

Code of Virginia, 1950, as amended, §§ 15.2-915.4, 16.1-260, 18.2-119, 18.2-308.1, 18.2-308.7, 18.2-308.2:2, 22.1-200.1, 22.1-254, 22.1-276.01, 22.1-276.2, 22.1-277, 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.07:1, 22.1-277.08, 22.1-277.2, 22.1-277.2:1, 22.1-279.3:1.

8 VAC 20-560-10.

Cross Refs.:	BCEA	Disciplinary Committee
	IGBH	Alternative School Programs
	JEC	School Admission
	JFC-R	Standards of Student Conduct
	JFCD	Weapons in School
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart telephones, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material generated using the computer system, including electronic mail, instant or text messages, tweets, or other files deleted from a user's account, may be monitored, read, and/or archived by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system.

The procedures shall include:

- (1) a prohibition against use by Division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to:
 - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - (c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers;
- (4) provisions establishing that all usage of the computer system may be monitored;

- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities.;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (8) a component of internet safety for students that is integrated in the Division’s instructional program.

Use of the School Division’s computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The Division’s computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, IBEA-F1/GAB-F1, before using the Division’s computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The School Board will review, amend if necessary, and approve this policy every two years.

Adopted: August 21, 2006
Amended: July 20, 2009
Amended: July 12, 2010
Amended: July 15, 2015

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Refs.:	GCPD	Professional Staff Discipline
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS

Generally

The Board of Education has established educational objectives known as the Standards of Learning (SOLs), which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The Westmoreland County School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

The Westmoreland County School Board awards diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability

requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary.

Any student identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Definitions

Authentic Performance Assessment

An "Authentic Performance Assessment" is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

Standard Unit of Credit

A "standard unit of credit" or "standard credit" is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course.

Verified Unit of Credit

A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit in history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.
5. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Virginia Assessment Program

The “Virginia Assessment Program” is a system used to evaluate student achievement that includes SOL tests and additional tests that may be approved from time to time by the Board of Education.

Adopted: August 21, 2006
Amended: January 22, 2007
Amended: August 8, 2008
Amended: July 12, 2010
Amended: May 20, 2013
Amended: July 21, 2014
Amended: April 18, 2016
Amended: July 18, 2016
Amended: April 16, 2018

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:4.
8 VAC 20-131-5.
8 VAC 20-131-30.
8 VAC 20-131-40.
8 VAC 20-131-50.
8 VAC 20-131-51.
8 VAC 20-131-110.

Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit (Virginia Board of Education Oct. 2015).

Cross Refs.:	IAA	Notification of Learning Objectives
	IKFA	Locally Awarded Verified Credits
	IKFD	Alternative Paths to Attaining Standard Units of Credit
	IKH	Retaking SOL Assessments

GRADUATION REQUIREMENTS

Graduation Requirements

A. Generally

The Westmoreland County School Board awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

Students entering ninth grade for the first time prior to the 2017-18 school year will be required to meet the graduation requirements prescribed by the Board of Education.

Beginning with students entering the ninth grade for the first time in 2017-18, a student must also:

- Successfully complete a one-credit course titled Senior Project.

B. Types of Diplomas and Certificates

The Westmoreland County School Board will award diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma are those in effect when the student enters ninth grade for the first time.

Adopted: September 11, 2000
Amended: July 9, 2004
Amended: July 12, 2010
Amended: September 19, 2011
Amended: July 16, 2012
Amended: August 21, 2017

Cross Refs: IKF Standards of Learning Tests and Graduation Requirements

Standards of Learning Tests and Graduation Requirements:
Retention and Promotion Practices for Grades K-12

Promotion

Promotion from one grade to another shall be determined by a student's proficiency in the knowledge and skills contained within the curriculum for the grade level in which the student is enrolled.

The evaluation of the student's proficiency in the core academic areas of reading/language arts, mathematics, science, and history/social science shall be the fundamental basis of the decision to promote a student. That evaluation shall include consideration of the student's performance on Standards of Learning (SOL) assessments in those grades and subjects where the tests are administered. Remediation shall be required for students who fail to achieve a passing score on any core academic area SOL test.

Health, art, music, physical education, vocational and technical education, and other electives are critical components of the curriculum as well.

Elementary School: Guidelines for Grades K-2

Students are expected to be proficient in the four core academic areas: reading/language arts (including spelling, grammar, composition, and handwriting), mathematical concepts and computation, science, and history/social science. Students in grades K-2 must demonstrate a proficient level of knowledge and skills in language arts and in a minimum of two of the three other core academic areas of the curriculum in order to be promoted to the next grade level. For students who do not meet all requirements for promotion, satisfactory completion of an approved remedial program may be the basis for promotion to the next grade level.

Elementary School: Grades 3-5

Students are expected to be proficient in the four academic areas: reading/language arts (including spelling, grammar, composition, and handwriting), mathematical concepts and computation, science, and history/social science. Students who score below 400 on any of the SOL tests will be required to attend remediation sessions during the summer and after school during the next school year. Students in grades 3-5 must demonstrate a proficient level of knowledge and skills in a minimum of English and Math and one additional content area (Science or History) in order to be promoted to the next grade level.

Middle School: Grade 6, 7, and 8

Students in grades 6-7 must demonstrate a proficient level of knowledge and skills in three of the four core academic areas and also score 400 or more on the English, mathematics and history SOL tests, or be successfully remediated, in order to be promoted to the next grade level.

Students in grade 8 must demonstrate a proficient level of knowledge and skills in three of the four core academic areas and also score 400 or more on the English, mathematics, science and history SOL tests, or be successfully remediated, in order to be promoted to grade 9. For students who score below 400 on the SOL tests, but who meet all other requirements for promotion, the satisfactory completion of an approved remedial program will be the basis for promotion to the next grade level.

Effect of End-of-Course SOL Test Scores at Middle School

Students in grade 8 who take End-of-Course SOL tests at the middle school are held to the same standards that apply to these courses if taken at the high school. That is, SOL test scores will be factored into a student's final course average along with other measures of student performance. Students will be encouraged to re-take failed End-of-Course SOL tests as permitted by the Board of Education. If a student passes the course but has a score of below 400 on the SOL test the student will receive credit but not a verified credit. The student will need to retake the SOL test and get a score of 400 or higher to receive a verified credit.

Procedures for Granting Credit in High School

Credit toward the requirements for graduation is awarded for classes taught on the high school level and for certain high school level classes taught at the middle school. The grade classification of a student in high school shall be based upon the accumulation of individual standard course credits and verified credits.

The determination of whether a student is proficient in the knowledge and skills required by a course's curriculum shall be the responsibility of the teacher of the course. The parents of students who are not mastering the knowledge and skills of a course's curriculum shall be notified as early as is reasonable.

At the school level, the final decision to grant credit for a course is the principal's responsibility. Parents who wish to appeal the principal's decision shall direct their appeal in writing to the Superintendent.

High School: Grades 9-12 and Middle School Courses Carrying High School Credit

A. Courses with No End-of-Course SOL Testing Requirement

Students must pass the course requirements with a minimum grade of “70” or “D” in order to receive a unit of credit.

B. Effect of End-of-Course SOL Test Scores on Final Course Grades

For courses having an End-of-Course SOL testing requirement, SOL test scores, or any substitute test scores, will be factored into a student’s final course average along with other measures of student performance. Students will be encouraged to re-take failed End-of-Course SOL tests as permitted by the Board of Education. If a student passes the course but has a score of below 400 the student will receive credit but not a verified credit. The student will need to retake the SOL test and get a score of 400 or higher to receive a verified credit.

C. Verified Credit

Six verified credits are required for graduation with a Standard Diploma and nine verified credits are required for graduation with an advanced Studies Diploma.

Four options exist for earning verified credit:

1. Students who achieve a passing score on an End-of-Course SOL test and successfully complete the course requirements shall be awarded a verified credit in that course. Students may earn verified credit in any courses for which End-of-Course SOL tests are available.
2. Students may earn verified credits by achieving a passing score on alternative tests to the SOL assessment. Such tests are those only approved by the Virginia Board of Education.
3. Students may earn one verified credit by achieving industry certification credentials while passing related career and technical education courses or programs. For the Standard Diploma, when the certification, license, or credential confers more than one verified credit, a second verified credit may be substituted for a science or history and social science verified credit.
4. Students will be encouraged to re-take failed SOL tests as permitted by the Board of Education.

Credit Requirements for Grade Classification

Grade classification is based on the number of standard units of credit accumulated. Students who do not advance to the next grade classification are required to repeat only those classes necessary to meet graduation requirements, not their entire schedule of classes.

Grade classification will take place annually prior to the opening of the school year. The high school principal may re-classify individual students during the school year if he/she deems that a re-classification is warranted.

Classification Levels:

Grade 10	5 credits
Grade 11	10 credits and two verified credits
Grade 12	15 credits and four verified credits

*Students must pass English Course at each grade level to advance to the next grade level. (Grade level could be adjusted depending upon course load and summer school).

Retention

Retention is defined as the repetition of a course, courses or a grade level. The decision to retain a student shall be based on a body of evidence in which a student demonstrates that his/her performance is below a proficient level in one or more core curricular areas. The intent of retention is to provide the student additional time and/or alternative or remedial instruction designed to increase academic growth and personal development. Research clearly demonstrates that:

- Simply repeating a course or grade without specific and ongoing monitoring and support is ineffective;
- Careful planning and support are necessary beyond a sequence of retention, intervention and promotion; and
- Rarely should a student repeat a level more than one time during the student's elementary experience.

Therefore, a clearly articulated education plan will be developed for any student who is retained.

A recommendation for retention may originate with any professional staff member, student or parent/guardian. If such recommendation originates from a professional staff member, steps should be taken to assist the student and parents in understanding the reason for such a recommendation. The final decision about retention will be made by the school administration.

Moreover, a student should not be retained unless:

1. There is an appropriate instructional alternative or intervention for the student, including but not limited to special and/or remedial help or an alternative placement, and the district is able to provide such instructional alternative or intervention should the student be retained.

2. There is space available for the student in any alternative program/setting during the time the course(s) or grade level must be repeated.
3. Instructional alternatives or interventions not requiring retention have been explored, and have been determined to be inappropriate or impracticable.

Adopted: March 23, 2009
Amended: August 19, 2013

Standards of Learning Tests and Graduation Requirements:
Promotion/Retention Guidelines for Grades K-5

These promotion and retention guidelines are intended to help school staff assess students' readiness for the next grade. These guidelines are not intended to serve as rigid grade level competency requirements, but rather, as a guide to aid decision-making.

Students will normally progress annually from grade to grade when, in the judgment of the district's professional staff, it is in the best educational interest of the student. Although parental input will be considered, the final decision to promote a student rests with the school administration.

Promotion/retention decisions will be considered by a school level committee; comprised of the principal, assistant principal, guidance counselor, and the student's teacher(s). The final decision will be made by the principal.

Parents who wish to appeal the principal's decision shall direct their appeal in writing to the superintendent.

Special Considerations:

- 1) The attendance history of the student;
- 2) The presence of a disability;
- 3) The status of English Language Learner; and
- 4) Participation in intervention programs.

Retention should be used as a last resort. Students who demonstrate difficulty in achieving grade level standards will be provided appropriate intervention.

Promotion Guidelines: Kindergarten

The student considered for promotion to first grade demonstrates:

Literacy development

- Knowledge of most letter names and many of their corresponding sounds;
- Ability to use their knowledge of sounds and letters to write some words phonetically and read some words on their own;
- An understanding of phonemic awareness (ability to hear and say the separate sounds in words);
- An understanding of the concepts of print (e.g., how to hold a book, how print is read from left to right and top to bottom of a page, concept of word); and
- Consistency in performance (75%) of the English Standards of Learning teacher assessment, and Phonological Awareness Literacy Screening (PALS)

Math

- An ability to count, recognize and write numbers;
- Understanding of number concepts using concrete objects;
- Consistency in performance (75%) of the Math Standards of Learning; and teacher Assessment

Social, emotional and physical maturity commensurate with age and grade, including:

- Ability to communicate with others; and
- Ability to follow one or two step directions

Promotion and Retention Guidelines: First and Second Grade

The student considered for promotion in grades one and two demonstrates:

Reading

- Reading on grade level as evidenced by satisfactory completion of a majority (75%) of the reading objectives contained in the English Standards of Learning, and teacher assessment
- and/or**
- Receive a satisfactory score on at least one of the following indicators:
Phonological Awareness Literacy Screening (PALS)
Qualitative Reading Inventory
Developmental Spelling Assessment (DSA)

Math

- Performance on grade level in math, as evidenced by satisfactory completion of the majority (75%) of the objectives contained in the Math Standards of Learning and teacher assessment
- and/or**
- Receive a satisfactory score on the following indicator:
Cumulative Math Assessment

English

- Performance on grade level in English, as evidenced by satisfactory completion of the majority (75%) of the objectives contained in the English Standards of Learning and teacher assessment

Social, emotional and/or physical maturity commensurate with age/grade, including:

- Participates in group activities; displaying age/grade appropriate behaviors;
- Works independently when given an appropriate task;
- Handles challenges and frustrations appropriately;
- Demonstrates age/grade appropriate eye-hand coordination and motor control.

***Note:** Students must demonstrate proficiency in both language arts and math.

Promotion Guidelines: Third through Fifth Grades

The student considered for promotion in grades three through five demonstrates:

Reading

- Earn a final grade of “C” or higher in reading and show consistent performance on teacher assessment
- and/or**
- Receive a satisfactory score on at least one of the following indicators:
 - PALS
 - Qualitative Reading Inventory
 - DSA (Developmental Spelling Assessment)
 - Gates – MacGinite Reading Test
- and/or**
- Earn a passing score of 400 or higher on the English: Reading, Literature & Research Standards of Learning Assessment

Math

- Earn a final grade of “C” or higher in math and show consistent performance on teacher assessment
- and/or**
- Earn a passing score of 400 or higher on the Math Standards of Learning Assessment

English

- Earn a final grade of “C” or higher in English and show consistent performance on teacher assessment
- and/or**
- Earn a passing score of 400 or higher on the English: Reading, Literature & Research Standards of Learning Assessment.
 - (Fifth Grade Only) Earn a passing score of 400 or higher on the Writing Standards of Learning Test.

Science

- Earn a final grade of “C” or higher in Science and show consistent performance on teacher assessments
- and/or**
- Earn a passing score of 400 or higher on the Science Standards of Learning Assessment (only grades 3 and 5)

History

- Earn a final grade of “C” or higher in History and show consistent performance on teacher assessments
- and/or**
- Earn a passing score of 400 or higher on the History Standards of Learning Assessment (only grades 3 and 5)

Social, emotional and/or physical maturity commensurate with age/grade, including:

- Participates in group activities; displaying age/grade appropriate behavior;
- Works independently when given an appropriate task;
- Handles challenges and frustrations appropriately;
- Demonstrates age/grade appropriate eye-hand coordination and motor control.

***Note:** Students must demonstrate proficiency in both Language Arts & Math, as well as one other subject (Science or History).

Adopted: March 23, 2009

Standards of Learning Tests and Graduation Requirements:
Promotion/Retention Guidelines for Grades 6-12

Westmoreland County Public Schools shall attempt to provide each student with a grade /subject level placement which ensures the best possible opportunity for educational growth. In order to achieve such optimal placements, the decision-making principles and guidelines shall apply to the following placement options:

- Promotion
- Promotion with intervention
- Acceleration
- Retention

Grades 6-8

1. Placement decisions should be based on a body of evidence in which the student demonstrates his/her academic achievement and proficiency. The practice of “social promotion” without regard to standards of student achievement is not a sound basis for a decision regarding student placement.
2. A decision regarding student promotion, acceleration, or retention should be made based primarily on the long-range welfare of the student. Such decisions represent more than a simple placement decision and must take into consideration all of the circumstances surrounding the student in the school setting.
3. Individualized plans containing promotion standards, intervention strategies and grade level placement WILL be required for the following students:
 - Students who, based on a body of evidence, are not proficient or above in any core content area at the end of grade six through eight.
 - Students identified as needing extra support as they transition from middle school to high school. These students would enter 6th grade and 9th grade with an individualized program of study designed to maximize their benefit from courses offered at the middle and high school.
 - Students identified in English as a Second Language (ELL). **
 - Students with disabilities who are eligible for special education or related services pursuant to an Individual Education Program (IEP) or Section 504 accommodation plan.***

**ELL language plan documents may serve as the individualized plan for identified ELL students.

***IEP and 504 documents may serve as the individualized plan unless a student’s needs are outside of their identified special education needs or identified disability.

Grades 6-12

1. Swift, strong and preventative intervention steps should begin as early in a student's career as possible. Intervention programs for students will be developed with the following guidelines in mind:
 - Interventions other than summer school and after school programs will primarily be left to data driven decisions at the school level. Cluster and/or district-wide interventions may be developed as needed, but also should be based on current disaggregated student achievement data.
 - Interventions for individual students will be based on student needs as identified by a body of evidence and teacher judgment. (see below)
 - Interventions will be based on a core curriculum of high standards combined with opportunities for students to recover from failure. **Retention should be a last resort.**
 - Interventions will be primarily school-based and shall include but not be limited to smaller organizational structures (i.e. small groups or smaller academies within a school).
 - Interventions will disrupt a student's regular academic program as little as possible.
 - Intervention programs will include supports for teachers such as relevant data driven professional development.
 - Intervention programs will include personalized attention from adults.

2. If strong home/school cooperation and commitment are to be developed and maintained, it is necessary that continuous communication with parents/guardians regarding student progress and placement must take place throughout the school year. Methods of communication may include, but not be limited to:
 - Teacher /counselor conferences
 - Report cards/mid-terms
 - Telephone calls
 - Progress reports
 - Mailing of assessment data
 - Report card
 - E-mail/web pages
 - Home visits

3. Minimum Body of Evidence for grades 6 – 12 may include:

- VA Assessment Program
- Individual reading inventories
- District classroom assessments
- Anecdotal classroom evidence
- Report cards
- Attendance

Promotion Guidelines: Grades 6 – 8

- ‰ Students must demonstrate a proficient level of knowledge and skills in three of the four core academic areas. Two of the three must be English and math.
- ‰ Students must score at least a 400 on the English, mathematics, history and science (8th grade only) SOL tests or be successfully remediated during the summer or after school.

Promotion Guidelines: Grades 9 - 12

- ‰ Students are placed in grades based on the number of credits they have earned. If a student does not earn enough credits to advance to the next grade he/she must repeat only the classes necessary for graduation.
- ‰ The following is the number of required units to advance toward graduation
 - Grade 10 – 05 Credits
 - Grade 11 – 10 Credits and two verified credits
 - Grade 12 – 15 Credits and four verified credits
 - Students must pass English Course at each grade level to advance to the next grade level. (Grade level could be adjusted depending upon course load and summer school).
- ‰ Graduation Diplomas are based on credits earned. Please see policy IKF-R which outlines the different types of high school diplomas.

Adopted: March 23, 2009
Amended: August 19, 2013

Appendix B

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of ---**
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- **Inspect, upon request and before administration or use ---**
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to/from the parents to a student who is 18 years old or an emancipated minor under State law.

Westmoreland County Public Schools will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales, or other distribution purposes. Westmoreland County Public will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Westmoreland County Public schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Westmoreland County Public schools will make this notification to parents at the beginning of the school year if the school system has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education (ED).
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

NOTE: See Westmoreland County School Board Policy KFB: Administration of Surveys and Questionnaires

Notification of Rights under FERPA for Elementary & Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Westmoreland County Public Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Westmoreland County Public Schools to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or

student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Westmoreland County Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

NOTE: See Westmoreland County School Board Policy JO: Student Records

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Westmoreland County Public schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, Westmoreland County Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Westmoreland County Public schools to include this type of information from your child's education records in certain school publications. Examples include:

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

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

If you do not want Westmoreland County Public Schools to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Westmoreland County Public Schools in writing within **30 school days** or by **October 20** whichever occurs first.

Westmoreland County Public schools has designated the following information as directory information:

student's name; • address; • telephone listing; • electronic mail address; • photograph; • date and place of birth; • major field of study; • grade level; • enrollment status; • dates of attendance; • participation in officially recognized activities and sports; • weight and height of members of athletic teams; • degrees, honors, and awards received; • most recent educational institution attended

Notice of Non-discrimination

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

Policy Inquiries

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Deputy Superintendent
Westmoreland County School Board Office
141 Opal Lane
Montross, Virginia 22520
Telephone No. (804) 493-8018

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Compliance Officers

The Westmoreland County School Board has designated the following persons as the division's Compliance Officer and Alternate Compliance Officer

Superintendent
Westmoreland County School Board Office
141 Opal Lane
Montross, Virginia 22520
Telephone No. (804) 493-8018

OR

Deputy Superintendent
Westmoreland County School Board Office
141 Opal Lane
Montross, Virginia 22520
Telephone No. (804) 493-8018

NOTE: See Westmoreland County School Board Policy JFHA/GBA: Prohibition Against Harassment and Retaliation

Appendix C

Westmoreland County Public Schools

Expectations for Developing Citizenship

A Partnership in Responsibility

Parent and Student Verification

Parental Statement of Receipt of Notice of Requirements of Virginia Code 22.1-279.3 and School Board's Standards of Student Conduct and Compulsory Attendance Law and Enforcement Procedures and Policies

I am the parent of the below named child and, by my signature, I acknowledge that I have received and reviewed:

- 1) a notice of the requirements of Section 22.1-279.3 of the Code of Virginia entitled "Parental Responsibility and Involvement Requirements,"
- 2) a copy of the school division's standards of student conduct (School Board Policy JFC-R1 and *Expectations for Developing Citizenship*), and
- 3) a copy of the compulsory school attendance law and enforcement procedures and policies adopted by the Westmoreland County School Board (School Board policies JED and JED-R).

Student Name (please print): _____

Parent/Guardian (please print): _____

Parent Signature: _____

Date: _____

Notice to Parent

By signing the above statement of receipt, you shall not be deemed to waive, and you expressly reserve, your rights protected by the constitutions or laws of the United States or the Commonwealth, and you have the right to express disagreement with the school's or school division's policies or decisions.

The School Board and its staff thank you for your review of the *Expectations for Developing Citizenship* and solicit your support for traditional discipline in our schools.

****Please sign, detach this page, and return to your child's teacher****

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division's computer system. Each student and his or her parent/guardian must sign this Agreement before being permitted to use the School Division's computer system. Read this Agreement carefully before signing.

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

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

Student/Employee Signature _____ Date _____

I have read this Agreement and Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Westmoreland County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy, and regulation with my student.

I grant permission for my student to use the computer system in accordance with Westmoreland County School Division's policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)