



CODE OF STUDENT POLICY

2023-2024

Preventive Interventions & Alternatives to Suspension



Instructional Calendar

2023 - 2024

| August | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| September | | | | | | |
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| October | | | | | | |
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| November | | | | | | |
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| December | | | | | | |
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| January | | | | | | |
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| April | | | | | | |
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| June | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

- Student/Staff Holiday
- Student Holiday
- Early Release (All Students)
- Early Release High Schools
- Senior Exams
- Progress Reports
- Report Cards
- Teacher Work Day
- ★ Graduation Day

Parent Conferences: Oct 9, Mar 20

Quarters End: Nov 6, Jan 26,
Apr 5, Jun 14

Exams: Nov 2&3; Jan 25&26;
Jun 13&14

Key Employee Dates

10+2 Employees: 7/5/23-6/24/24

10+1 Employees: 8/1/23-6/20/24

200 Day Non-Exempt: 8/16/23-6/20/24

200 Day Counselors: 8/21/23-6/25/24

10 Month Exempt: 8/25/23-6/18/24

New Teacher Institute: Aug 21-23

Professional Development: Sept 27;
Nov 3; Jan 26; Mar 20





SUPERINTENDENT'S MESSAGE

The start of the school year is an exciting new beginning for students, parents and/or guardians, and staff. Just as teachers outline class rules, Portsmouth Public Schools has established the *Code of Student Conduct* with the expectation that all students will adhere to these requirements.

A section of the vision of Portsmouth Public Schools is that we will have Exemplary Student Citizens with students who "will be socially responsible and respected as lights of inspiration for future generations." This vision begins with the involvement of parents and/or guardians reviewing the *Code of Student Conduct* with your children and ensuring that there is an understanding of the standards of conduct when students are in school and representing Portsmouth Public Schools in the community. If there are any questions about the conduct expectations, please talk with your child's teacher or principal.

Following this *Code of Student Conduct* will result in an enriched learning experience for all students in our schools. Teachers also will benefit from students who take learning seriously and behave appropriately.

I look forward to a great year working with you and our staff to ensure that every student achieves at high academic levels and every school makes progress.

Respectfully,

Elie Bracy, III, Ed.D.
Division Superintendent

EB:slp



Mission Statement

The mission of the Portsmouth Public School Division is to engage all students in learning that will foster academic excellence and responsible citizenship.

Portsmouth Public Schools School Board



**Ms. LaKeesha S.
"Klu" Atkinson**
Vice-Chairwoman
Term Expires
12-31-2024



**Mrs. Irene S.
Boone**
Term Expires
11-07-2023



**Dr. Melvin
Cotton, Jr.**
Term Expires
12-31-2026



**Mrs. Quniana D.
Futrell**
Term Expires
12-31-2026



**Mrs. Sarah
Duncan
Hinds**
Term Expires
12-31-2024



**Dr. Cardell C.
Patillo**
Chairman
Term Expires
12-31-2026



**Mrs. Tamara L.
Shewmake**
Term Expires
12-31-2026



**Mrs. Yolanda E.
Thomas**
Term Expires
12-31-2024



**Dr. Ingrid P.
Whitaker**
Term Expires
12-31-2024

Portsmouth Public Schools

Administrative Directory

Division Superintendent

Dr. Elie Bracy, III

(757) 393-8742

| | | |
|--------------------------------------|--------------------|----------------|
| <i>Chief Academic Officer</i> | Dr. Nicole DeVries | (757) 393-8556 |
| <i>Chief Schools Officer</i> | Dr. Sterling White | (757) 393-8217 |
| <i>Chief Financial Officer</i> | Theodore Faulk | (757) 393-8435 |
| <i>Chief Human Resources Officer</i> | Jessica Duren | (757) 393-8751 |
| <i>Chief Communications Officer</i> | Lauren Nolasco | (757) 393-8743 |
| <i>Chief Operations Officer</i> | Dr. Jerry Simmons | (757) 393-8751 |
| <i>Chief Technology Officer</i> | Dean Schlaepfer | (757) 393-5092 |

Directors

| | | |
|-----------------------------------------------|-----------------------|----------------|
| <i>Accounting</i> | TBD | (757) 393-5270 |
| <i>Auxiliary Services</i> | TBD | (757) 393-8751 |
| <i>Research & Evaluation</i> | Derrick Nottingham | (757) 393-8840 |
| <i>Elementary Curriculum and Instruction</i> | Heidi Lewis | (757) 393-8751 |
| <i>Secondary Curriculum and Instruction</i> | Shawn Millaci | (757) 393-8751 |
| <i>Special Education and Related Services</i> | Pamela Battle-Hardy | (757) 393-8792 |
| <i>Federal Programs and Pre-K</i> | Renee' Hailes | (757) 393-8611 |
| <i>School and Teacher Quality</i> | Dusti Johnson-Brinker | (757) 393-8885 |

Coordinators

| | | |
|--------------------------------------------------|--------------------|----------------|
| <i>Adult & Alternative Education</i> | Alice Graham | (757) 393-8822 |
| <i>Career & Technical Education</i> | Michael Hill | (757) 822-2711 |
| <i>Facilities & Maintenance</i> | Herbert Robinson | (757) 393-8744 |
| <i>Food Services</i> | James Gehlhoff | (757) 393-8366 |
| <i>Elementary Mathematics Education</i> | Dr. Wanda Calhoun | (757) 393-5279 |
| <i>Secondary Mathematics Education</i> | Endia Hatcher | (757) 393-5279 |
| <i>Reading and English Education</i> | Dr. Venus Usanga | (757) 393-8884 |
| <i>Elementary English Language Arts and PALs</i> | Nicole Booker | (757) 393-8884 |
| <i>Secondary Science Education</i> | Daniel Lewandowski | (757) 393-8535 |
| <i>Elementary Science Education</i> | Davina Williams | (757) 393-8535 |

| | | |
|---------------------------------------------|------------------------|----------------|
| <i>School Counseling</i> | Lorraine Schlichte | (757) 393-8885 |
| <i>School Quality</i> | Dr. Camilla Ferebee | (757) 393-8556 |
| <i>School Safety</i> | Roger Jones | (757) 393-8751 |
| <i>Social Studies Education</i> | William Hicks | (757) 393-8555 |
| <i>Special Education</i> | TBD | (757) 393-8792 |
| <i>Special Programs - Title I/II</i> | Dr. Patricia Williams | (757) 393-8611 |
| <i>Student Services</i> | Dr. Angela Flowers | (757) 393-8354 |
| <i>Transportation</i> | Michael King | (757) 393-8269 |
| <i>Youth Risk Prevention</i> | Dr. Rosalynn Sanderlin | (757) 393-8411 |

Supervisors

| | | |
|--------------------------------------------------------------------------|------------------------|----------------|
| <i>Accounting</i> | Pamela Foster | (757) 393-8488 |
| <i>Athletics</i> | Vincent Pugh | (757) 393-8885 |
| <i>Art</i> | April Taylor-Martin | (757) 393-8884 |
| <i>Benefits</i> | Sharon Hobbs | (757) 393-8488 |
| <i>Senior Supervisor World Languages and ESL</i> | Carrie Hatfield | (757) 393-8885 |
| <i>Senior Supervisor of Dual Enrollment and Gifted Education</i> | Dr. Sherie Davis | (757) 393-8885 |
| <i>Health and Physical Education</i> | Kenneth Austin | (757) 393-8885 |
| <i>Health Services</i> | Samantha Womack | (757) 393-8661 |
| <i>Human Resources Supervisor (Performance & Retention)</i> | TBA | (757) 393-8701 |
| <i>Human Resources Supervisor (Recruitment & Development)</i> | Sonya C. Harrell | (757) 393-8701 |
| <i>Compliance Officer</i> | Leonard McCoy | (757) 393-8701 |
| <i>Human Resources Staffing Specialist</i> | Elizabeth Mills | (757) 393-8701 |
| <i>Human Resources Staffing Specialist</i> | Tierra Walker | (757) 393-8701 |
| <i>Instructional Technology & Media</i> | Jennifer Thomas | (757) 393-5092 |
| <i>Music</i> | Garyn Moody | (757) 393-8885 |
| <i>Transportation Services</i> | Juanita Handy-Liverman | (757) 393-8269 |

Managers

| | | |
|---------------------------------|----------------|----------------|
| <i>Database Manager</i> | Lola Porter | (757) 393-5092 |
| <i>Grants Manager</i> | Heather Hynes | (757) 393-5312 |
| <i>Purchasing Manger</i> | Michael Thomas | (757) 393-8261 |

Portsmouth Public Schools

Directory of Schools

| SECONDARY | | |
|---------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------|
| Churchland High 4301 Cedar Ln. Portsmouth, VA 23703 | <u>Jenelle Burden</u> (757) 686-2500 | Sch#: 121-0500 Grades: 09-12 |
| I.C. Norcom High 1801 London Blvd. Portsmouth, VA 23704 | <u>Teesha Sanders</u> (757) 393-5442 | Sch#: 121-0240 Grades: 09-12 |
| Manor High 1401 Elmhurst Ln. Portsmouth, VA 23701 | <u>Dr. Timothy E. Johnson</u> (757) 465-2907 | Sch#: 121-0310 Grades: 09-12 |
| Churchland Middle 4051 River Shore Rd. Portsmouth, VA 23703 | <u>Eric Garcia</u> (757) 686-2512 | Sch#: 121-0320 Grades: 07-08 |
| Cradock Middle 21 Alden Ave. Portsmouth, VA 23702 | <u>Roger Coleman, III</u> (757) 393-8788 | Sch#: 121-1130 Grades: 07-08 |
| W. E. Waters Middle 600 Roosevelt Blvd. Portsmouth, VA 23701 | <u>Craig Harris</u> (757) 558-2813 | Sch#: 121-0310 Grades: 07-08 |

| ELEMENTARY | | |
|-----------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------|
| Brighton Elem. 1100 Portsmouth Blvd. Portsmouth, VA 23704 | <u>Dr. Heather Neal</u> (757) 393-8870 | Sch#: 121-0280 Grades: KG-06 |
| Churchland Academy 4061 River Shore Rd. Portsmouth, VA 23703 | <u>Karla Jakubowski</u> (757) 686-2527 | Sch#: 121-0321 Grades: KG-06 |
| Churchland Elem. 5601 Michael Ln. Portsmouth, VA 23703 | <u>Dr. Jamill Ray Jones</u> (757) 686-2523 | Sch#: 121-0650 Grades: PK-06 |
| Churchland Primary/Int. 5700 Hedgerow Ln. Portsmouth, VA 23703 | <u>Rosalyn T. Exum</u> (757) 686-2519 | Sch#: 121-0160 Grades: PK-06 |
| Cradock Elem. 18 Dahlgren Ave. Portsmouth, VA 23702 | <u>LaKesia Jolley- Foster</u> (757) 558-2811 | Sch#: 121-1400 Grades: KG-06 |
| Douglass Park Elem. 34 Grand St. Portsmouth, VA 23701 | <u>Tonya Fields-Hines</u> (757) 393-8646 | Sch#: 121-0190 Grades: KG-06 |
| Hodges Manor Elem. 1201 Cherokee Rd. Portsmouth, VA 23701 | <u>Dennis Chalk</u> (757) 465-2921 | Sch#: 121-1630 Grades: PK-06 |

| | | |
|----------------------------------------------------------------------|----------------------------------------------------------|---------------------------------|
| Lakeview Elem. 1300 Horne Ave. Portsmouth, VA 23701 | <u>Kathy Mangum-Parker</u> (757) 465-2901 | Sch#: 121-1650 Grades: KG-06 |
| Park View Elem. 260 Elm Avenue Portsmouth, VA 23704 | <u>Dr. Quirstin Wynn</u> (757) 393-8647 | Sch#: 121-0060 Grades: KG-06 |
| Simonsdale Elem. 4841 Clifford St. Portsmouth, VA 23701 | <u>Tammy King</u> (757) 465-2917 | Sch#: 121-1480 Grades: KG-06 |
| Victory Elem. 2828 Greenwood Dr. Portsmouth, VA 23701 | <u>Dr. J. Wayne Williams</u> (757) 393-8806 | Sch#: 121-1769 Grades: KG-06 |
| Waterview Elem. 3649 Hartford St. Portsmouth, VA 23707 | <u>Marve Werling-Branchling</u> (757) 393-8879 | Sch#: 121-0230 Grades: KG-06 |
| Westhaven Elem. 3701 Clifford St. Portsmouth, VA 23707 | <u>Dr. Patrizia Grigsby</u> (757) 393-8855 | Sch#: 121-0210 Grades: KG-06 |

| PRESCHOOL CENTERS | | |
|-----------------------------------------------------------------------------|---------------------------------------------------|---------------------------------|
| Churchland Preschool 4061 River Shore Rd. Portsmouth, VA 23703 | <u>Robyn A. McIntyre</u> (757) 686-2533 | Sch#: Grades: PK-KG |
| Mount Hermon Preschool 3000 North St. Portsmouth, VA 23707 | <u>Eric Jamison</u> (757) 393-8825 | Sch#: 121-0150 Grades: PK-KG |
| Olive Branch Preschool 415 Mimosa Rd. Portsmouth, VA 23701 | <u>Lois J. Rieckhoff</u> (757) 465-2926 | Sch#: Grades: PK-KG |

| ALTERNATIVE CENTERS | | |
|---------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------|
| Adult Education 2801 Turnpike Ave. Portsmouth, VA 23707 | <u>Alice Graham</u> (757) 393-8822 | Grades: Adult |
| New Directions Center 2801 Turnpike Rd. Portsmouth, VA 23707 | <u>Horace L. Lambert, Jr.</u> (757) 393-8728 | Sch#: 121-1761 Grades: KG-10 |

Media and Directory Information Opt-Out Form

Throughout the school year, there will be opportunities for children to be interviewed or photographed during school hours and on school property for future use on division materials, websites or social media channels; in television or print media; or in other productions or outlets. If you do not want your child to be featured in photos, videos, or other digital media, please fill out the form below and return it to your child's school.

Additionally, in accordance with state code, Portsmouth Public Schools (PPS) may release students' "directory information" without previous parent consent. This includes information such as name, grade level, participation in activities, photo, address, telephone number, and others (you can refer to the Notice of Directory Information in School Board Policy JO for a complete listing of what is considered directory information). Names, addresses, and telephone numbers of students in grades 9-12 will normally be released upon request to military recruiters and institutions of higher education, unless parents/guardians specifically opt-out of the release of this information below. Again, only submit this form if you **do not want** your child's information provided.

Please be advised that even if you opt-out of the release of your student's directory information there may be certain instances where the division will be legally compelled to release this information, such as, to law enforcement officials or when the release of your student's directory information is otherwise specifically authorized by law.

OPT OUT FORM

Please return this completed form to your child's school prior to Sept. 30. If you do not return this form or it otherwise does not appear in your student's record, Portsmouth Public Schools is authorized to release your student's directory information and/or feature your child in public channels without prior written consent.

I wish to opt-out of the release of my student's directory information and photos to the following:

- ☐ Do NOT use my child's photograph, image or name in any media, outside organization or school division print material, website or social media channels
- ☐ Do NOT put my child's photograph or name in the school yearbook.
- ☐ Do NOT release directory information to any third –party requests (if this is selected, you do not need to select any others below)
- ☐ Do NOT release directory information to Military Recruiters
- ☐ Do NOT release directory information to institutions of higher learning
- ☐ Do NOT release directory information to prospective employers

Note: This form does not apply to photographs, videos or information shared during public events, even if they occur on school property (such as football games, graduation ceremonies, etc.).

Child's Full Name _____ School _____ Grade _____

Parent/Guardian Full Name (printed) _____ Contact Phone Number _____

Parent/Guardian Signature _____ Date _____



DETACH SIGNATURE PAGE

Portsmouth City Schools
Documentation of Student Code of Conduct
and Policy Handbook Review

Name: _____ School Year: _____

School: _____ Grade: _____ Room: _____

Teacher: _____ Date of Review: _____

This is to acknowledge that I have received and understand a copy of the Model of Student Code of Conduct and Policy Handbook. I understand that all rules in this handbook apply to virtual learners, students coming and going to school, on the bus, and at all school activities and events. In signing this document I agree to follow the rules and regulations. I further acknowledge that I have reviewed this document with my parent/guardian.

(Student's Signature)

(Date)

I have read the Portsmouth Public Schools Model of Student Code of Conduct and Policy Handbook and agree to discuss it periodically with my child. I realize that I may contact the school for any assistance in understanding the rules and regulations. I understand that additional copies of the handbook is available on the Portsmouth Public Schools website.

My signature acknowledges receipt of this handbook. I understand that my child is expected to adhere to the rules and regulations of Portsmouth Public Schools; and therefore, I agree to support the rules and regulations in this handbook.

Parent/Guardian's Signature

Date

(A copy of signed documentation shall be retained in the student's folder.)

(Legal authorization: Code of Virginia, 1950, as amended. Section 22.1-253.13:7 & Section 22.1-279.3)

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system and/or a PPS owned electronic device (i.e. laptops, Chrome book, & tablet). Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation IIBEA /IIBEA-R, Acceptable Computer System Use and Regulations. 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 and monitor 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 Signature _____ Date _____

I have read this Agreement, Policy IIBEA and Regulation IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Portsmouth Public 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 and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

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RIGHTS AND RESPONSIBILITIES



STUDENTS' RIGHTS AND RESPONSIBILITIES CODE OF STUDENT CONDUCT

*Parent is used in this handbook to include natural parent, parent by legal adoption, legal guardian, or court-appointed guardian.

STUDENT CONDUCT (JFC)

The standards of student conduct are designed to define the basic rules and major expectations of students in the public schools of Portsmouth. It is the responsibility of the Portsmouth City 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 the Virginia legal 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 the Virginia legal 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 the Virginia legal code § 16.1-305.1 or a conviction for an offense listed in the Virginia legal 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: September 23, 2004

Legal Refs.: *Code of Virginia*, 1950, as amended, sections 16.1-305.1, 18.2-308.1, 18.2-308.7, 18.2-310, 18.2-322.1, 22.1-78, 22.1-200.1, 22.1-253.13:7.B.3., 22.1-277, 22.1-277.02, 22.1-277.2, 22.1-279.1, 22.1-279.3.

Cross Ref.: ECAB Vandalism

JFHA/GBA Sexual Harassment/Harassment Based on Race, National Origin,
Disability and Religion

JGA Corporal Punishment

JGD/JGE Student Suspension/Expulsion

JGDA Disciplining Students with Disabilities

JN Student Fees, Fines and Charges

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PARENTAL RIGHTS AND RESPONSIBILITIES (KP)

A. When parents of a student are estranged, separated, or divorced all personnel will respect the parental rights of both parents. Unless there is a court order to the contrary, both parents have the right to: view the child's school records, in accordance with Policy JO Student Records; receive school progress reports, the school calendar, and notices of major school events; visit the school in accordance with Policies KK School Visitors, KN Sex Offender Registry Notification, and KNA Violent Sex Offenders on School Property; participate in parent-teacher conferences; in the case of the noncustodial parent, after a timely request is made; receive all notifications in accordance with the Individuals with Disabilities Education Act; and receive notice of the student's extended absence, as defined in and pursuant to Policy JED Student Absences/Excuses/Dismissals, if both parents have joint physical custody.

B. Parental Responsibilities

The custodial parent has the responsibility to: keep the school office informed of his or her address and how he or she may be contacted at all times; provide the current address and phone number of the noncustodial parent registration unless such address is unknown and the parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the noncustodial parent; and provide a copy of any legal document which restricts the educational and/or contact rights of the noncustodial parent.

The noncustodial parent has the responsibility to keep the school office apprised of changes in his or her current phone number and address. Further, the noncustodial parent may make timely requests to participate in parent-teacher conferences. At the request of a noncustodial parent, such parent will be included as an emergency contact for the student's activities unless a court order has been issued to the contrary.

Adopted: September 15, 2005 Revised: September 27, 2012 File: KP Legal Refs: 20 U.S.C. §1232g. 34 C.F.R. § 99.4. The Code of Virginia, 1950, as amended, §§ 22.1-4.3, 22.1-78, 22.1-287. Cross Refs: JED Student Absences/Excuses/Dismissals JO Student Records KK School Visitors KN Sex Offender Registry Notification KNA Violent Sex Offenders on School Property

STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities include:

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

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

Responsibility - Obey all federal, state, and local laws

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

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

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

Responsibility – Use all educational opportunities that are provided

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

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

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

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

CODE OF CONDUCT



INTRODUCTION AND BACKGROUND

The Virginia Board of Education's Student Conduct Policy Guidelines was first developed in 1994 in response to action by the 1993 General Assembly requiring the Virginia Board of Education to establish such guidelines.¹ In 2004, the Guidelines underwent a major revision in response to requirements of § 22.1-279.6. of the *Code of Virginia*, reflecting numerous changes in state and federal laws and regulations, relevant case law, and emerging best practice principles. The *Virginia Student Conduct Policy Guidelines, 2004*, were originally adopted by the Virginia Board of Education on September 22, 2004. The *Guidelines* were updated in 2005, 2006, 2009, and 2013 to incorporate changes in state laws and regulations.

In the spring of 2015, the Center for Public Integrity (CPI) released a study reporting that Virginia led the nation in sending students from schools to police or the courts, a trend referred to as the “school-to-prison pipeline.” According to the [CPI study](#), 16 students per 1,000 were referred from school to the juvenile justice system in Virginia.² This news prompted an investigation into the numbers behind the study. With the support of Governor Terry McAuliffe's Children's Cabinet, Dr. Gerard Lawson, associate professor in Virginia Tech's School of Education, led a research team to distinguish between reports to law enforcement and actual student involvement with the court system. Dr. Lawson's team concluded that the actual number of students who went to court from the Virginia schools was actually 2.4 per 1,000.³ Nonetheless, the [Lawson study](#) substantiated the CPI finding that African American students and students with disabilities were disproportionately represented in referrals to juvenile justice in Virginia schools.

Further investigation into the Department of Education's Discipline, Crime, and Violence (DCV) data, also supported the finding that disparity existed for students with disabilities and African American students. Students with disabilities and African-American students were being suspended at two times the rate of non-disabled, white students. In addition, the majority of referrals reported in DCV data are related to behaviors that fall under the subjective label of “Disruption.” The data also revealed that the number of instructional days lost to suspensions and expulsions significantly affects student achievement.

With these factors in mind, the Board of Education undertook this revision to the *Student Code of Conduct Policy Guidelines*, including a change in the name of the document: *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*. The goal of this document is to provide school boards with guidance to revise local student codes of conduct to create a positive and preventive approach to student conduct. Local school boards are required to adopt and revise regulations on codes of student conduct that are consistent with, but may be more stringent than, these *Guidelines*. As local school boards work to revise and adopt policies for codes of student conduct, keeping the USED Guiding Principles, the VTSS framework, and a positive instructional approach to behavior at the forefront will help ensure that schools are safe, supportive, and effective learning

¹ § 22.1-279.6 of The *Code of Virginia*

² Retrieved from <https://www.publicintegrity.org/2015/04/10/17089/virginia-tops-nation-sending-students-cops-courts-where-does-your-state-rank>

³ Lawson, Dr. Gerard, et al, <https://vtnews.vt.edu/articles/2017/05/clahs-school-to-prison-pipeline.html>

environments.

In addition, school divisions should recognize the need for addressing the changing demographics of the student population. Students from diverse backgrounds are becoming the majority demographic group in U.S. public schools.⁴ For many students, the expectations for behavior in school may differ from the expectations at home or in the community. Students cannot be expected to intuit appropriate behavior; therefore, adults in the school are responsible for teaching and providing feedback to reinforce appropriate behavior and correct inappropriate behavior. Effective implementation of any code of conduct requires provisions that appropriate behaviors be taught, practiced across settings with feedback, reinforced, and taught again as indicated by the data. Research has shown that frequent out of school suspensions, zero-tolerance policies, and “get-tough” approaches to school safety are “ineffective and increase the risk for negative social and academic outcomes, especially for children from historically disadvantaged groups.”⁵ The 2017-2018 revision was undertaken to create a document that:

- Focuses on prevention;
- Recognizes the need for instructional interventions and behavioral supports when students do not meet behavioral expectations; and
- Defines equitable approaches to school discipline.

Approaching school discipline from an instructional prevention-based standpoint contributes to a positive school environment and ensures equity, fairness, and continuous improvement. Applying an instructional, prevention-based perspective to student behavior is fundamental in a multi-tiered system of support. In Virginia, the Virginia Tiered Systems of Supports (VTSS) provides a framework that allows divisions, schools, and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. It is a data-driven decision making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.

The Virginia Department of Education working with a diverse group of stakeholders developed the *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*. To create local student conduct policies, school division leaders should work with staff, students, families, community based organizations, and other stakeholders to accurately assess a school’s climate and the current status of school discipline, develop a shared vision for what it should be, and establish policies and practices to create a positive school environment where students and staff feel safe and supported.⁶ School board student conduct policies should reflect efforts to address identified needs and ensure equity for all students. These Guidelines are intended specifically to aid school boards in revising and implementing student conduct policies as the *Code of Virginia* requires. Local school boards are required

⁴ Best Practices for Embedding Multicultural Education, Hanover Research, April 2017.

⁵ Skiba, Russell, J., Losen, Daniel, *From Reaction to Prevention*, American Educator, Winter 2015-2016.

⁶ Morgan, E., Salomon, N., Plotkin, M., and Cohen, R. (2014) The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System. The Council of State Governments Justice Center. New York. p. ix.

to adopt and revise regulations on codes of student conduct that are consistent with, but may be more stringent than, these Guidelines. (Section 22.1-253.13:7.D.3. of the *Code of Virginia*.)

Establishing a Purpose for Student Code of Conduct Policy

The *Code of Virginia* requires that the Board of Education provide model policy guidelines for local school divisions to use in developing a local student code of conduct. The purpose of this document is to guide school boards to establish a policy that:

1. Promotes a vision for improving conditions for learning so that all students experience a safe, supportive school environment that allows them to acquire the attributes outlined in the Virginia Board of Education's Profile of a Graduate.⁷
2. Advocates for professional learning for school staff and allocates resources to implement the local division's code of conduct using data to analyze and address challenges and successes.
3. Promotes the development of local division codes of conduct that clearly articulate expectations for student and adult behavior to enhance school safety and create equitable, supportive school environments.
4. Focuses on prevention and provides a leveled system of responses to discipline incidents that uses instructional, restorative, and age-appropriate responses before resorting to exclusionary practices while respecting the social-emotional development of children at elementary, middle, and high school.
5. Provides that all students who are removed from the classroom for disciplinary reasons are able to access services for a quality education and behavioral interventions needed to ensure their successful return to the setting from which they were removed.
6. Encourages partnerships with students and their families; behavioral health, child welfare, and juvenile justice professionals; law enforcement agencies; and other community members to assess and improve the school climate and conditions for learning.⁸

Legal Base

Statutory Authority for Guidelines

The Virginia Board of Education is required by law (§ 22.1-279.6. of the *Code of Virginia*) to establish guidelines and develop model policies for codes of student conduct to aid local school boards in the implementation of such policies.

Authority and Duties of School Boards

Section 22.1-253.13:7.D.3. of the *Code of Virginia* (part of the section known as the Standards of Quality) requires local school boards to maintain and follow an up-to-date policy manual that includes "standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights." Local school boards should collaboratively develop programs and policies to prevent violence and crime on school property and at school-sponsored events, taking into

⁷Virginia Department of Education Link: [Profile of a Virginia Graduate](#).

⁸ Morgan, E., Salomon, N., Plotkin, M., and Cohen, R., 23-25.

account the views of all stakeholders and evaluating the implications of policies on conditions for learning to improve student achievement.⁹

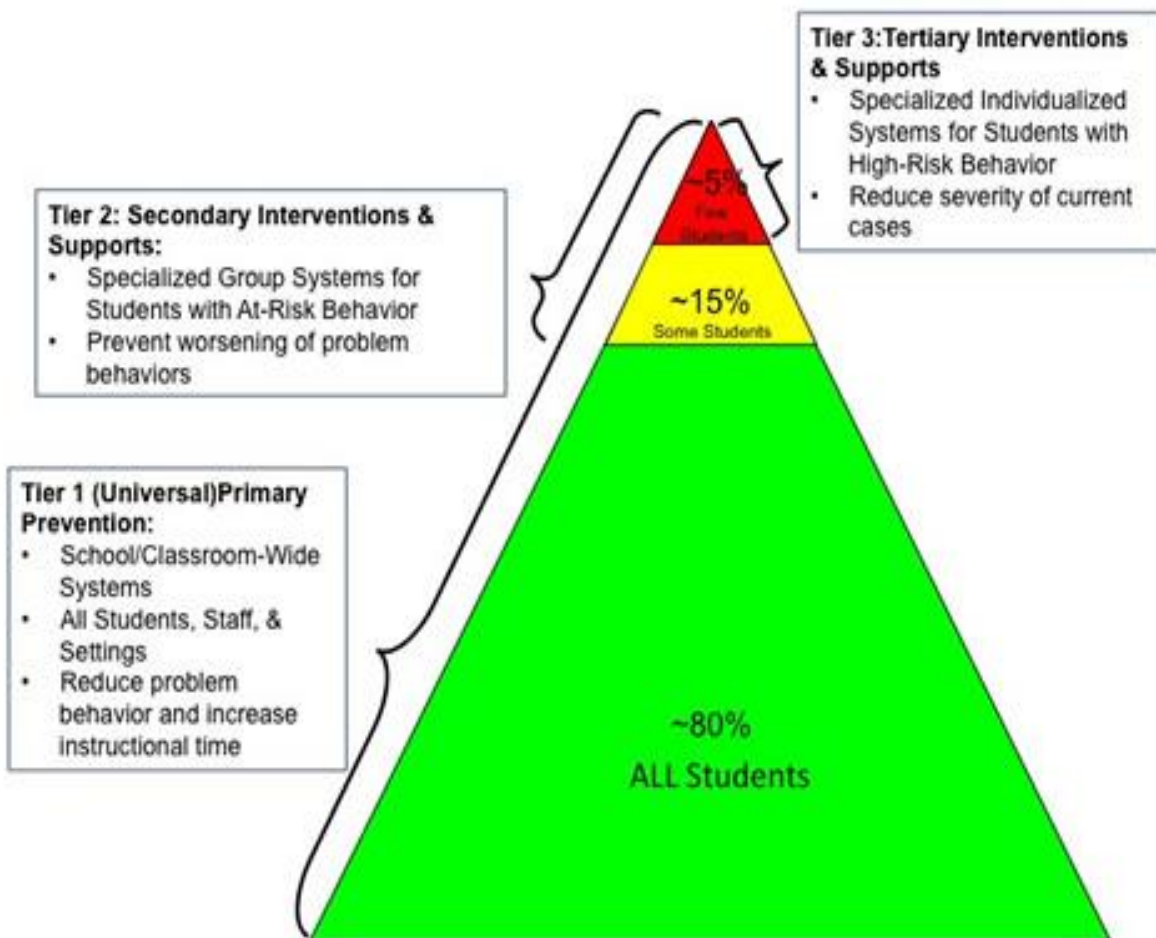
a. *School Board Regulations*

Section 22.1-78. of the *Code of Virginia* authorizes local school boards to adopt bylaws and regulations “for its own government, for the management of its official business and for the supervision of schools, including but not limited to the proper discipline of students, including their conduct going to and returning from school.”¹⁰ Regulations on codes of student conduct should be consistent with, but may be more stringent than, the guidelines of the Board. The tables of Leveled Responses to Student Behaviors in Section II.6 of this document are intended to provide school divisions with a leveled system of student conduct descriptors, interventions, and disciplinary responses that include the requirements in the *Code of Virginia*. In general, local school board regulations governing student code of conduct must be reviewed biennially and must address the following:

Discipline options and alternatives to preserve a safe, non-disruptive environment for effective teaching and learning; Procedures for suspension, expulsion, and exclusion decisions; Prohibitions against hazing and profane or obscene language or conduct; At the local board’s discretion, regulations regarding certain communications devices; Requirements, if any, regarding drug testing, including guidance for procedures relating to voluntary and mandatory drug testing in schools; Alcohol and drug possession and use; Search and seizure; Gang-related activity; Vandalism; Trespassing; Threats; Disciplining of students with disabilities; Intentional injury of others; Self-defense; Bullying, including the use of electronic means for purposes of bullying, harassment, and intimidation; Prohibition on possessing electronic cigarettes/vapor devices on a school bus, on school property, or at a school-sponsored activity; Standards to ensure compliance with the federal *Improving America’s Schools Act of 1994* (Part F-*Gun-Free Schools Act of 1994*), as amended, in accordance with § 22.1-277.07; Dissemination of such policies to students, their parents, and school personnel; and Standards for in-service training of school personnel in and examples of the appropriate management of student conduct and student offenses in violation of school board policies

⁹ § 22.1-279.9. of *The Code of Virginia*

¹⁰ § 22.1-78. of *The Code of Virginia*



PREVENTIVE AND POSITIVE APPROACHES TO DISCIPLINE

Tiered Systems of Support

Tier 1 or Universal Supports

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

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| Components of Schoolwide Prevention at Tier 1 <ul style="list-style-type: none">• Establishing and teaching core behavioral expectations,• Aligned school counseling program,• Family engagement practices,• Challenging, engaging academic curriculum,• Social-emotional Curriculum,• Health curriculum,• Bullying prevention,• Restorative approaches to relationship building and problem solving, and• Professional Learning Opportunities (PLO). | Everyone in the school is responsible for teaching and modeling core expectations, though specific groups of adults may hold more responsibility for some components. For example, classroom teachers might be responsible for explicitly teaching behavioral expectations, but the school administrative and support staff must model and reinforce appropriate behaviors. Lunchroom monitors may teach the application of the core expectations in the lunchroom, gym teachers in the gym, art teachers in the art room, etc. School programming is designed to support students' academic and social-emotional development. A Student Assistance Programming Team (SAPT) or other school-based team analyzes data regularly. School climate surveys are conducted and used with other data sources to determine needs and set priorities. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tier 2 or Targeted Interventions and Supports

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

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Components of Tier 2 or Targeted Interventions and Supports <ul style="list-style-type: none">• Meet the core behavioral expectations,• Develop social-emotional skills, mindsets, and behaviors,• Improve academic achievement,• Improve physical and/or mental health,• Address substance abuse issues,• Restore balance to situations caused by misconduct,• Address bias,• Address Adverse Childhood Experiences (ACEs), and• Engage families | A school-developed team manages Tier 2 by assessing needs for targeted group instruction and needed supports. Teams include staff best situated to gather data, identify students who need targeted interventions, and provide access to the interventions. Student Assistance Team, Student Intervention Team, Student Support Team are all names given to this type of team. Students who participate in these programs are monitored to ensure the effectiveness of the intervention. **Staff trained in special education services and behavioral intervention services may provide supports at this level, but not all students who need Tier 2 supports are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need targeted supports as well. Those students for whom the Tier 2 intervention is not effective may be referred for an intensive intervention, the next tier of support service. |
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When a student is referred to a school administrator for a disciplinary incident, the administrator may determine that a targeted support is needed in addition to or in lieu of a disciplinary consequence. The administrator should follow a process of investigation and decision-making that keeps the ASCD Whole Child Tenets in mind. Local school divisions are encouraged to design an investigative and decision-making process to assist school administrators in the investigation and to ensure that students are treated equitably within a system that values safety and support.

Tier 3 or Intensive Interventions and Supports

Tier 3 supports are individualized and based on the needs of a single student. Approximately five percent of students in any school population may need Tier 3 supports. A school that exceeds this percentage of students receiving intensive supports should re-visit school data regarding Tier 1 and 2 supports to determine their effectiveness. Placing students in an alternative

setting is a Tier 3 intervention and should include a specific plan to allow the student to return to his or her home school.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Components of Tier 3 or Intensive Interventions and Supports Wraparound strategies to assist student/family in:</p> <ul style="list-style-type: none"> • Meeting core behavioral expectations • Developing social-emotional skills, mindsets, and behaviors • Improving academic achievement • Improving physical and/or mental health • Restoring balance to situations caused by misconduct • Addressing Adverse Childhood Experiences (ACEs) • Addressing bias | <p>Mental health, counseling, and community resource providers may be involved in providing supports. Students who display chronic behavioral or academic problems are assessed and an individualized plan is developed to meet their needs and promote achievement. Staff trained in special education services and behavioral intervention services may provide supports at this level, but not all students who need Tier 3 supports are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need intensive supports as well.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Clear Objective Behavioral Expectations

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

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

Social-Emotional Learning (SEL)

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

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

1. Achieve and apply appropriate academic and technical knowledge;
2. Attain and demonstrate productive workplace skills, qualities and behaviors;
3. Build connections and value for interactions with diverse communities; and

¹¹ Durlak, Joseph A; Weissberg, Roger P; Dymnicki, Allison B.; Taylor, Rebecca D. and Schellinger, Kriston B. [The Impact of Enhancing Students' Social Emotional Learning: A Meta-Analysis of School-based Universal Interventions](#). *Child Development Journal*, Jan.-Feb. 2011 vol. 82. #1, pages 405-432.

4. Align knowledge, skill, and personal interests with career opportunities.¹²

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

1. Self-awareness,
2. Self-management,
3. Social awareness,
4. Relationship skills, and
5. Responsible decision-making.¹³

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

A. **Behaviors that Impede Academic Progress (BAP):** These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

B. **Behaviors Related to School Operations (BSO):** These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.

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

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

E. **Behaviors that Endanger Self or Others (BESO):** These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors. The *Standards of Student Conduct* section provides examples of how the behavior categories work with leveled administrative responses.

¹² [Virginia's Revised Standards of Accreditation](#)

¹³ [Hanover Research](#): Prioritizing Social Emotional Learning in School Districts. 4401 Wilson Boulevard, Suite 400, Arlington, VA.

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

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

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

Equitable Processes for Managing Student Behavior

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

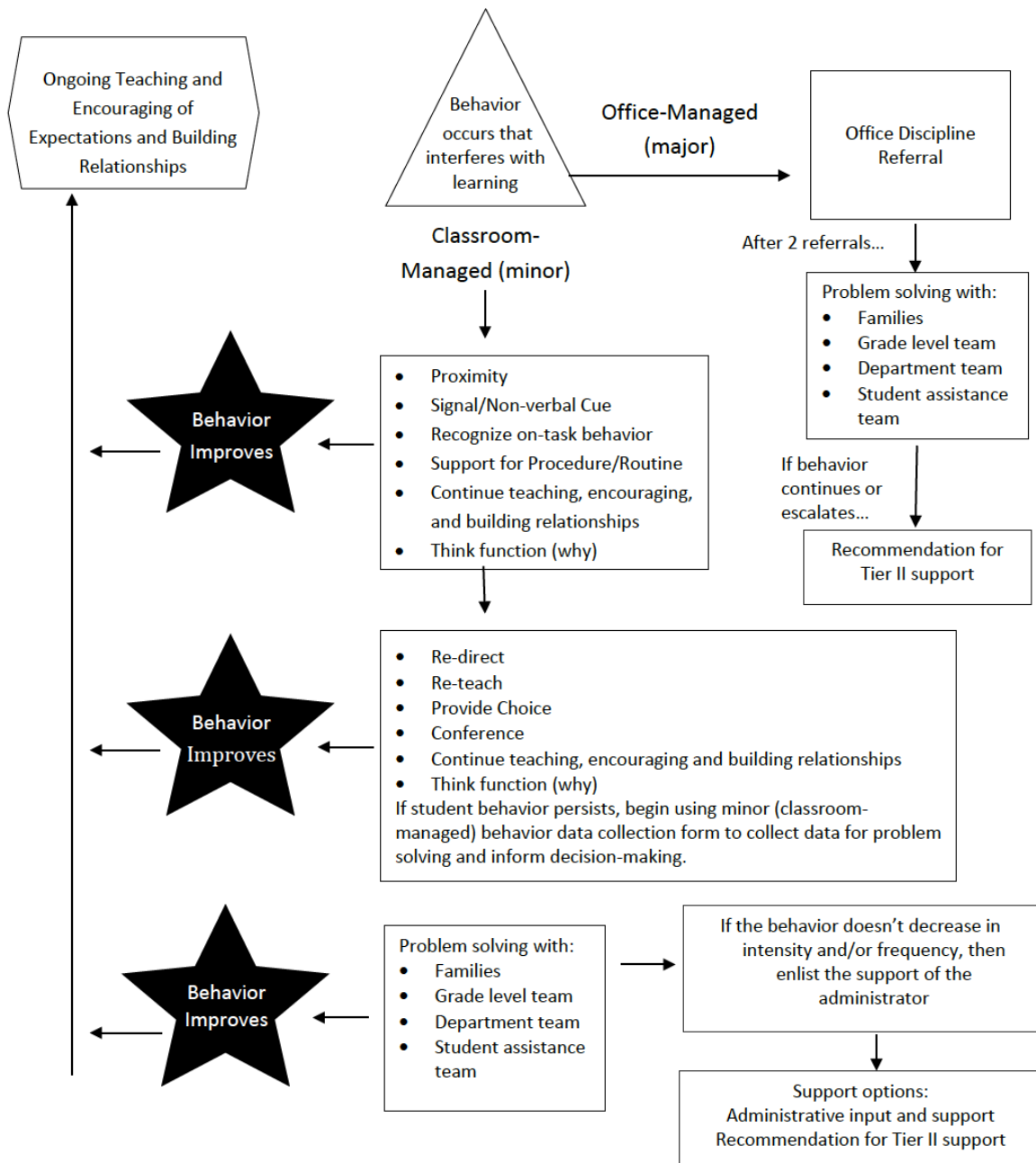
Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies student behaviors that are teacher managed versus those that are administrator managed. Such decisions must then be documented in writing and include an explanation of the processes and procedures for addressing student behavior. Effective evidence-based responses within the classroom-managed and administrator-managed categories should be delineated within a table or flowchart. They should be disseminated, taught, and reinforced to the entire school community. Uniform definitions and decision rules applied consistently are essential to ensuring equitable application of disciplinary actions across teachers, grades, and school buildings within a division. Examples of both a flowchart and table of teacher responses follow. Sample Investigative Decision-Making Process

The administrator will:

1. Determine if the behavior is an office-managed behavior (See the Discipline Process Flow Chart on page 33). If it is a teacher-managed behavior, consult with the teacher, team, school counselor, or other personnel on appropriate next steps.
2. Gather information to determine the complete picture of the situation, including statements from the student(s).
3. Identify contributing factors and existing data and/or previous interventions.
4. Consult the regulations for students with disabilities, if the student is identified as having a disability.
5. Communicate with the family to inform and gather information.
6. Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.
7. Refer the student to the support services or restorative justice intervention, if supports are indicated.
8. Label the behavior according to the behavior descriptors; assign the appropriate level of consequence, if disciplinary consequences are indicated.
9. Inform families of results of the investigation, the discipline consequence, and the academic and behavioral interventions that will be provided.
10. Document all interventions and consequences.
11. Notify the Superintendent Designee and Law Enforcement as required by policy.
12. Initiate a Threat Assessment, as indicated or required.
13. Follow through on the recommendations from the Threat Assessment Team.

Develop an action plan to provide for the student's academic and behavioral needs during the suspension or expulsion if the student is long-term suspended or expelled.

Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior



Discipline Process Flow Chart

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

DISCIPLINE INTERVENTION CHECKLIST

(For use when a student is referred to the Division Superintendent)



Student Name: _____

☐

Check here if no interventions have previously been necessary.

If interventions have been necessary, identify which interventions have been implemented by staff within the last two (2) years and provide relevant details (i.e. dates, name and title of school staff who implemented interventions, outcomes, etc.). For each intervention category, check all that apply.

Interventions

- | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Re-teaching Expected Behavior w/ Required Practice | <input type="checkbox"/> Behavior Intervention Plan |
| <input type="checkbox"/> Admonition and counseling * | <input type="checkbox"/> Behavior Contract * |
| <input type="checkbox"/> Parent Notification * | <input type="checkbox"/> Attendance Contract |
| <input type="checkbox"/> Parent/Student/Staff Conference * | <input type="checkbox"/> Schedule Change |
| <input type="checkbox"/> Mentor | <input type="checkbox"/> Additional Academic Support |
| <input type="checkbox"/> Mediation | <input type="checkbox"/> Positive Behavior Incentive |
| <input type="checkbox"/> Conflict Resolution w/ Counselor | <input type="checkbox"/> Suggested Elective Enrollment in Alternative School Program * |
| <input type="checkbox"/> Restorative Justice Conference/Circle | <input type="checkbox"/> Elective Enrollment in Alternative School Program |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Entry/Reentry Conference (Probationary Student) |
| <input type="checkbox"/> School-Imposed Probationary Period * | <input type="checkbox"/> Records Review * |
| <input type="checkbox"/> Functional Behavioral Assessment | |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

Disciplinary Sanctions

- | | |
|-------------------------------------------------------------|-----------------------------------------------------------------------|
| <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Alternative Instructional Arrangement (AIA) |
| <input type="checkbox"/> After-school Detention | <input type="checkbox"/> In-School Suspension |
| <input type="checkbox"/> Saturday School | <input type="checkbox"/> Short-term out-of-School Suspension * |
| <input type="checkbox"/> Suspension from student privileges | <input type="checkbox"/> Previous Referral to Division Superintendent |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

DISCIPLINE INTERVENTION CHECKLIST (continued)



Student Name: _____

Referrals for PPS Services/Support

- | | |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Attendance Referral | <input type="checkbox"/> Referral to PPS Tobacco Intervention |
| <input type="checkbox"/> Referral to School Counselor * | <input type="checkbox"/> Seminar |
| <input type="checkbox"/> Referral to School Social Worker | <input type="checkbox"/> Referral to Child Study * |
| <input type="checkbox"/> Referral to School Psychologist | <input type="checkbox"/> Referral to Local Screening Committee |
| <input type="checkbox"/> Referral to / Consultation with Behavioral Interventionist* | <input type="checkbox"/> Referral to PPS Alcohol and Other Drug (AOD) Intervention Seminar |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

Referrals to Outside Agencies

- | | |
|--------------------------------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> Referral to Community Service Board | <input type="checkbox"/> Suggest Private Counseling/Therapy * |
| <input type="checkbox"/> Referral to Mental Health Services | <input type="checkbox"/> Referral to Community Based Program/Organization |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

Teacher Responses to Manage Student Behaviors

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

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:

- Develop, teach, and maintain clearly defined classroom expectations that are consistent with school wide behavioral expectations and applicable across all classroom settings at all times.
- Build positive relationships with students and families.
- Model and practice expectations in the appropriate settings.
- Reteach/review expectations throughout the school year (i.e., quarterly, after breaks).
- Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments.
- Use more positive than corrective statements (4:1 ratio).
- Create a classroom acknowledgement system to increase responsible student behavior.
- Implement effective, evidence based instructional practices match to student learning needs.
- Actively engage students in the teaching and learning process.
- Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education).
- Flexible classroom arrangements/seating.

Examples of Instructional Teacher Responses for Classroom Managed Behaviors:

- Restructure/revise classroom practices based upon student needs.
- Adjust pacing of instruction to increase on-task behavior.
- Actively observe and plan for ignoring low-level misbehavior.
- Change student seating.
- Provide immediate positive feedback when students engage in expected behavior.
- Respond calmly, restating the desired behavior.
- Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets).
- Communicate and collaborate with parents/guardians and the student's counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve.
- Reteach desired behavior.
- Problem-solve the behavior during a teacher-student conference using active listening.
- Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges].
- Facilitate restorative practices with the student and person(s) affected by the student's behavior.
- Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work, review a social story, and reteach behavior).

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

Level 1 Responses:

Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)
- Restitution
- Seat change
- Loss of school privileges
- Confiscation by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- In-school suspension (Up to one-two days) with behavioral instruction and academic support

Level 2 Responses:

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

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, and Problem Solving Team (ex. VTSS), Substance Use and Intervention Program)
- Referral to Individualized Education Plan (IEP) Team
- Schedule change
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- Saturday school

Level 3 Responses:

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

- Administrator/Teacher/Parent/Guardian Conference
- Detention
- In-school suspension with restorative practices (three plus days not to exceed five days)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, Problem Solving Team, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program)
- Referral for community-based services
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students)
- Community service
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Short-term out-of-school suspension (one-three days for elementary students/one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required

Level 4 Responses:

Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the *Code of Virginia* § 22.1-279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Parent-Administrator-Teacher-Student behavior contract
- Long-term revocation of privileges
- Restitution via written contract
- Referral for community-based services
- Schedule change
- Short-term out-of-school suspension (for preschool to grade three students one to three days, four to ten days for fourth- to sixth-grade students, or five to ten days for seventh- to twelfth-grade students)
- Recommendation for a long-term suspension as determined by local policy or by *Code*. Link: [\(11 to 45 days as defined in § 22.1-276.01\)](#)

Return the student to the school setting with appropriate supports and interventions.

Level 5 Responses:

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

Required School-based Administrative Responses to Level 5 Behaviors

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

Examples of superintendent or designee responses to Level 5 behavior

- Long term suspension¹⁴ Link: [\(11 to 45 days as defined in § 22.1-276.01\)](#)
- Alternative placement
- Expulsion¹⁵
- School reassignment: Students may be assigned to another school within the division. Board policy should establish the procedures for assigning any student to another school. Those policies and procedures should ensure equity.
- Short-term out-of-school suspension¹⁶ (one-three days for elementary students¹⁷/one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required

¹⁴ [§ 22.1-276.01. Definitions.](#) "Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

² [§ 22.1-277](#) Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

³ [§ 22.1-276.01.](#) as amended by House Bill 1600 Approved March 23, 2018 Long-term suspension" means any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

⁴ [§ 22.1-276.01.](#) "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.

¹⁶ [§ 22.1-276.01. Definitions.](#) "Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

¹⁷ [§ 22.1-277](#) Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

CODE OF STUDENT CONDUCT

Level 1 OFFENSES

ATTENDANCE • Students are expected to arrive at school and report to class on time daily. Students who report to class tardy, must provide a written explanation from parents, teachers, or administrators. Parents shall refrain from picking students up early, as it interferes with the instructional school day. Students shall report to assigned/scheduled areas within the building, before, during, or after instructional hours. Developing patterns of frequent tardiness and early dismissals merit administrative and parental attention. Class cutting, loitering, leaving school grounds without permission, tardiness, and unexcused absences shall be subject to disciplinary action. (See Policy page 48)

BUS MISCONDUCT • Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Students who become serious disciplinary problems on school buses shall be reported to an administrator by the driver and may have their riding privileges suspended. In such cases, the parents of the student become responsible for seeing that their children get to and from school safely. (See Policy page 52)

CHEATING • Students are expected to perform honestly on any assigned schoolwork or tests. The actions that are identified as cheating and are prohibited include, but are not limited to the following: 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/signatures on any assigned school work, tests, or other school documents.

DISORDERLY CONDUCT (DEFIANCE) • Defiance is defined as any open or bold resistance to or disregard for authority, opposition, or power; a challenging attitude or behavior.

DISORDERLY CONDUCT (DISRESPECT) • Disrespect is defined as, but not limited to: teasing, taunting, sexual statements and actions, talking back, walking away, uncooperative behavior, and inappropriate language.

DRESS CODE • Students are expected to dress in accordance with the Portsmouth Public Schools Dress Code Policy. Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements are made for their proper attire. (See page 79)

ELECTRONIC DEVICES (Elementary/Middle School) • Student use of portable communication devices that are not part of the instructional program is prohibited. These devices include, but are not limited to: radios, headphones, ear buds (connected or disconnected), electronic gaming devices, devices designed for digital/audio taping, MP3 players, iPods, tablets, and any device capable of receiving or transmitting messages, music, digital images, communications, and any related paraphernalia. Students are allowed to bring cellular telephones onto school property. The device must remain off and out of sight at all times during the school day. Use is permitted after dismissal. Behaviors prohibited during the school day involving the cellular phone include, but are not limited to:

- Making calls
- Displaying it to others
- Sending messages
- Text messaging
- Taking pictures
- Making any noises

- Playing games
- Video recording
- Logging onto and posting on social networking sites
- Otherwise disrupting the learning environment for teachers, students, staff, administrators, or others on school property

ELECTRONIC DEVICES (High School) • During the school day, high school students may use personal equipment or electronic devices for instructional purposes as defined and supervised by a classroom teacher or administrator. Students shall not display or activate personal equipment during class time unless specifically given permission by a teacher or school administrator. Personal equipment or a device includes, but is not limited to: a laptop computer, net book, tablet computer, cellular phone or Smartphone e-reader, or any personal computing device. Devices can be used only in the cafeteria during breakfast/lunch, and before/after school. Using the device to misrepresent an individual, harass or bully, or promote illicit activity will be unacceptable. Improper use shall result in confiscation of the item. Any student found in violation will have them confiscated and returned to a parent. All cell phones, electronic devices and other confiscated items must be picked up by a parent/guardian. When the parent/guardian picks up the confiscated item they will be required to sign the General Confiscation Form acknowledging that if the same or similar item is confiscated a second time, it will be kept until a parent conference is held with an administrator, the third offense will result in the item being held until the student serves a minimum of one day of in-school suspension and a parent conference is held. The school must be contacted to schedule a pick-up time. Refusal to surrender a confiscated item will be considered defiance, which is found under disorderly conduct and will be consequence as such.

GAMBLING • Gambling is defined as illegal means of making, placing, or receiving any bet or wager of money or other thing of value dependent upon the result of a game, contest, or any other event with an uncertain outcome.

SALE OR DISTRIBUTION OF GOODS • Selling or passing out goods or materials, without the school's permission, is not permitted.

The range of consequences identified below will be imposed at the discretion of the building administrator contingent upon the severity of the offense. Any student who is determined to be an accessory to a violation of the Code of Student Conduct will receive consequences specified as appropriate to the behavior.

Level 2 OFFENSES

DISORDERLY CONDUCT (DISRUPTIVE BEHAVIOR) • Disorderly conduct is defined as conduct that interrupts or obstructs the learning environment and /or is dangerous to the health and/or safety of other students and staff. Conduct is deemed to be disorderly when it disrupts the operation of any school or any activity conducted or sponsored by any school. Disorderly conduct may include, but is not limited to: making inappropriate noises, instigating and/or participating in a verbal or physical altercation, excessive talking, talking too loudly, moving excessively around the classroom.

DISORDERLY CONDUCT (OBSCENE/PROFANE LANGUAGE/GESTURES) • Using obscene or profane language, making obscene or profane gestures, possessing obscene or pornographic literature, selling, giving, or sending obscene or pornographic literature is considered disorderly and is prohibited.

DISORDERLY CONDUCT (MINOR INSUBORDINATION) • Minor insubordination is defined as intentionally failing or refusing to comply with the reasonable requests of staff through verbal response, gesture and/or defiant action or inaction. This also includes failing to tell the truth when questioned by staff.

FIGHTING • Fighting is defined as voluntary participation in a one-on-one fight with another person. Students are subject to disciplinary action for misconduct. Cases for which self-defense is claimed must meet the following criteria:

- Be without fault in provoking or bringing on the fight or incident.
- Have reasonably feared, under the circumstances as they appeared to him/her, that he/she was in danger of harm.
- Have used no more force than was reasonable to protect himself/herself from the threatened harm.
- Not have the need for restraint once school officials intervene. Such incidents must be reported immediately to school officials.

A student, who is assaulted and retaliates by hitting, kicking, or any other physical means, may be disciplined for fighting. Conflict is defined as a serious disagreement or argument, typically ongoing over an extended period of time. Students shall not fight or participate in behavior defined as conflict on school property or at a school sponsored event.

TECHNOLOGY USE VIOLATIONS • Students are responsible for good behavior on the schools' computer network just as they are in the classroom. The Code of Student Conduct applies to all student use of technology and computer networks. The following includes but is not limited to forms of prohibited Internet/Computer System use:

1. accessing, sending, or displaying pornographic or obscene messages, pictures, or profane or abusive language
2. electronically posting messages or accessing materials that are abusive, threatening, harassing, damaging to another's reputation, or illegal
3. damaging computer networks
4. violating copyright laws
5. using another's identification or password, or trespassing in another's work
6. providing your personal username and password for others to use
7. using the network for any illegal activities as defined by state or federal law

Students and staff shall not use, attempt to use, or solicit help with using school-based technology in a manner that is not consistent with the Acceptable Use Policy (see appendices page 39).

TOBACCO • **Students** shall not possess, use, sell, or distribute any tobacco, or nicotine vapor product as defined in § 18.2-371.2 on a school bus, on school property, or at an onsite or off-site school sponsored activity.

TRESPASSING • Trespassing is defined as entering or remaining upon school property without permission, at any time including but not limited to weekends, holidays, or when school is not in session. School property means any real property (land) owned or leased by Portsmouth Public Schools and any Portsmouth Public School vehicle. Students are considered to be trespassing when permission to be at school or to ride the bus is revoked through oral or written notice of suspension or expulsion by an appropriate school official. Students shall not trespass on school property or at school sponsored events.

Level 3 OFFENSES

BULLYING/HARASSMENT • “Bullying” means aggressive and unwanted behavior that is intended to harm 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 behavior motivated by a real or perceived differentiating characteristic of the victim and cyber bullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

Prohibited bullying behaviors include, but are not limited to the following:

1. physical intimidation, taunting, name calling, insults, and seizing or destroying personal property
2. comments regarding the race, gender, religion, physical abilities or characteristics of associates of the targeted person
3. falsifying statements about other persons
4. (CYBER BULLYING) use of technology such as e-mail, text messages, or websites to defame or harm others

Harassment is defined as behavior intended to disturb or upset; it is characteristically repetitive and found to be intentional, threatening, or disturbing.

Students shall not engage in behavior that can be defined as bullying or harassment on school property. (See page 59)

EXTORTION • Extortion is defined as using one’s power, authority, or position to obtain funds, property, or other tangible benefit. Students shall not commit extortion on school property.

GANG ACTIVITY • A gang – for school purposes, means any group of three or more students that has any of the following attributes: initiation practices, hand signals, names, symbols, styles of dress, geographical, political, or sociological claims, occurrences of group-sponsored or initiated violations of school rules, or any other pertinent attributes – and is not sponsored, sanctioned, or approved by the School Board, Division Superintendent, or building principal while on school property to: meet, discuss membership or activities, conduct activities, show visible representation of membership, or engage in any other conduct while on school property or at a school sponsored event.

A gang – for school purposes, is also defined as any group of three or more students who collaborate – with or without planning and commits a violation of school district or building rules on school property or at a school sponsored event.

Gang disruption – for school purposes, is defined as any gathering of three or more students for the purpose of or with the actual effect of creating fear, intimidation, or unrest on school property.

Behaviors: students shall not make identifiable physical gang signs, write/possess gang-related messages at school, wear gang-related clothing or colors, speak about gang-related activities during classes, school activities, or functions, assemble unlawfully, engage in a gang-related fight, engage in a gang-related disruption, or threaten verbally or physical any other individual on school property.

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

Hazing behaviors include, but are not limited to: physical harm, mental stress such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in embarrassment, forced calisthenics, prolonged exposure to the elements, forced consumption of food or liquids of any type, branding, or forced physical activity that could adversely affect health and safety.

Students shall not participate in hazing on school property in association with any school-sponsored organization, activity, or function. Students who collaborate in acts of hazing will receive the same consequences as the actual offender. Students who voluntarily participate in hazing may be removed from the relevant activity.

Hazing unlawful; civil criminal liability

It shall be unlawful to haze so as to cause bodily injury, any student at any school, college, or university. Any person found guilty therefore shall be guilty of a class I misdemeanor and subject to confinement in jail for up to 12 months and a fine up to \$2,500.00 in addition to disciplinary consequence imposed. Code of Virginia §18.2-56.

POSSESSION OR USE OF MEDICATION AND PRESCRIPTION DRUGS • Students shall not possess, sell, distribute, use, be under the influence of, give, or possess with intent to give, sell, or distribute medication (prescription or non-prescription) on school property except after complying with School Board policy.

- Unauthorized Over-the-Counter Medication Possession
- Use of Unauthorized Over-the-Counter Medication
- Over-the-Counter Medication Sale/Distribution
- Theft or Attempted Theft of Student Prescription Medication

Possession or self-administration of a non-prescription drug is prohibited by any student in grades pre-kindergarten through eight. All medications for students pre-kindergarten through eight must be given to the school nurse by the parent with proper instructions on the container for administration on school property. A student in grades nine through twelve may possess and self-administer, but not share, non-prescription medication if all of the following criteria are met:

- Written parental permission for self-administration of specific non-prescription medication is on file with the school
- The non-prescription medication is in the original container and appropriately labeled with manufacturer's directions
- The student's name is affixed to the container and
- The student possess only the amount of non-prescription medicine needed for one school day/activity

Self-Administration of Asthma Medication and/or Auto-Injectable Epinephrine: A student with a diagnosis of asthma or anaphylaxis, or both, is permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine during the school day, at school sponsored activities, or while on a school bus or other school property under conditions including, but not limited to the following:

- Written parental consent on file with the school
- Written notice from the primary care provider on file with the school

Please note: "Medication" shall mean any drug or other substance used in treating diseases, healing, or relieving pain, including all over-the-counter drugs such as aspirin, cough syrups, gargles, caffeine pills, and the like. Medication shall not be brought to school by the student. A parent/guardian shall take all such items to the office of a principal or his/her designee at the start of the school day for safekeeping.

THEFT • Theft (larceny) is defined as taking, without permission, the personal property of another person with the intent to steal without force and/or intimidation. Students shall not commit larceny on school property or at school sponsored events.

- Theft of School Property
- Theft of Staff Property
- Theft of Student Property
- Possession of Stolen Property

THREATS/INTIMIDATION VERBAL AND PHYSICAL • Threatening: verbal is defined as any student knowingly communicating, in writing, including an electronically transmitted communication producing a visual or electronic message, a threat to kill or do bodily injury to a person, regarding that person or any member of his/her family, and the threat places such person in reasonable apprehension of death or bodily injury to himself/herself or his/her family member.

Threatening: physical is defined as any student knowingly committing any physical act that supports, substantiates, or otherwise conveys a threat to kill or do bodily injury to a person, regarding that person or any member of his/her family, and the threat places such person in reasonable apprehension of death or bodily injury to himself/herself or his/her family member.

Students shall not threaten, whether verbally, electronically, in writing or physically any person on school property or at school sponsored events.

- Threat/Intimidation Against Staff
- Threat/Intimidation Against Student

TRESPASSING (BREACH OF SECURITY) • Breach of Security is defined as opening or allowing entrance through a locked door that is to be used as an exit during an emergency. Students shall not collectively or individually unlock/open an entry way to allow onto school property any person who has not properly signed in and been approved by appropriate PPS staff. Students shall not trespass on school property or at school sponsored events.

VANDALISM • Vandalism is defined as intentionally damaging, defacing, or destroying any real property (land, vehicles, or buildings) or personal property owned by Portsmouth Public Schools or any of its students, employees, or visitors. Students shall not commit vandalism on school property or at a school sponsored event.

- Vandalism of School Property
- Vandalism of Private Property
- Graffiti

Level 4 and 5 Offenses

ALCOHOL • Students shall not use, distribute, be under the influence of, or have in their possession on school property or at any school sponsored activities any beverage containing alcohol (including imitation alcoholic beverages). Students shall not give, sell, distribute, or possess with intent to give, sell, or distribute on school property or at school-sponsored activities alcoholic beverages of any kind (including imitation alcoholic beverages).

**An imitation alcoholic beverage is a liquid which is not an alcoholic beverage, but may have the overall appearance, color, marking, packaging and marketing, or by representations made, is intended to lead, or would tend to lead, a reasonable person to believe that such item is an alcoholic beverage.*

ARSON • Arson is defined as the intentional burning of the property of another. If a student has direct knowledge of arson and fails to report it, then that student has assisted in the commission or concealing of arson. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of arson on school property or at school sponsored activities.

- Arson: Actual
- Arson: Attempted
- Bombs/Lighted Firecrackers/Cherry Bombs/Contributes to a Fire

ASSAULT AND BATTERY (AGGRAVATED) • Assault and Battery is defined as intentionally placing another person in reasonable fear of an immediate battery or the intentional harmful or offensive touching of another person's body without permission. Battery may be committed with or without an instrument, device, weapon, or other object. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of aggravated assault on school property or at school sponsored activities.

ASSAULT AND BATTERY (BY MOB) • Assault and battery by mob is defined as committing assault and battery on another person with the aid of one or more persons. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault and battery by mob on school property or at school sponsored activities.

ASSAULT AND BATTERY (MALICIOUS WOUNDING) • Malicious wounding is defined as intentionally harming another person with the intent to maim, disfigure, permanently injure, or cause a substantial likelihood of death. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of malicious wounding on school property or at school sponsored activities.

ASSAULT AND BATTERY (ON STAFF) • Assault and battery on staff is defined as intentionally placing a staff member in reasonable fear of an immediate battery or the intentional harmful or offensive touching of a staff person's body without permission. Battery may be committed with or without an instrument, device, weapon, or other object. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault on staff on school property or at school sponsored activities.

ASSAULT AND BATTERY (WEAPON) • Assault and battery by weapon is defined as any instrument or object actually used or created for the infliction of injury or death. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault and battery by weapon on school property or at school sponsored activities.

BOMB/SCHOOL THREAT • A school threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or harming students or staff including intentionally making a false report of potential harm from dangerous chemicals or biological agents. Students shall not make, attempt to make, or assist in the making of a bomb, chemical or biological threat against a school. A student shall not conceal, or assist in the concealment of a school threat. If a student has direct knowledge of such a threat against a school and fails to report it, that student has assisted in the making or concealment of a school threat.

DRUG VIOLATIONS • Students shall not possess, sell, distribute, use, be under the influence of, give, or possess with intent to give, sell, or distribute illegal drugs on school property as defined by the laws of this Commonwealth. An imitation drug is defined as any item, substance, or product that intentionally or unintentionally looks like, is made to look like, or is represented as an illegal drug. Students shall not possess, sell distribute, or possess with the intent to give, sell, or distribute an imitation illegal drug on school property.

- Schedule I and II Drug Use/Possession/Sale/Distribution
- Synthetic Marijuana Use/Possession/Sale/Distribution (i.e. spice)
- Marijuana Use/Possession/Sale/Distribution
- Anabolic Steroid Use/Possession/Sale/Distribution
- Other Drug Possession/Paraphernalia Possession
- Other Drug Use/Drug Overdose (any kind)
- Other Drug Sale/Distribution
- Possession/Use of Inhalants
- Substances Represented as Drugs (“look-a-likes”) Use/Possession/Sale/Distribution

GANG FIGHTING • In school, a gang fight is defined as any fight between two or more groups of two, or more students on school property. When more than one student fights a single student, it shall be deemed as an assault by mob (See assault/battery).

MAJOR CRIMES • Other major law violations occurring within the school zone and not specifically listed in this code of conduct may result in expulsion. This offense shall include rape.

REPEATED VIOLATIONS • Repeated violations of any offenses in the Code of Conduct may indicate the need for a long-term suspension or expulsion depending on the seriousness of the repetitive behaviors. Chronic misbehavior may indicate the need for an alternative school placement and/or a recommendation for other services.

ROBBERY • Robbery is defined as committing a larceny with force and/or intimidation. Students shall not commit robbery on school property or at school sponsored events.

- Actual Robbery
- Attempted Robbery

SEXUAL OFFENSES • Sexual Harassment is defined as unwelcomed sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Sexual Assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient.

Students shall not commit or act in support of any sexual offense listed above with or against any person or non-student on school property or at a school sponsored event. They shall not take, possess, disseminate, transfer, or share obscene, pornographic, lewd, or otherwise illegal images or photographs by electronic data transfer or otherwise while on school property or at a school sponsored event.

- Sexual Battery against Staff
- Sexual Battery against Student
- Offensive Sexual Touching Against Staff
- Sexual Touching Against Student
- Forcible Rape Against Staff
- Forcible Rape Against Student
- Attempted Rape Against Staff
- Attempted Rape Against Student
- Sexual Offenses Without Force (includes indecent exposure, lewd behavior, and consensual sexual behavior)
- Aggravated Sexual Battery
- Sexual Harassment
- Sexting (taking, possessing, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs)

WEAPONS • A weapon is defined as any instrument or object actually used or created for the infliction of injury, threat, or death. Students shall not bring, possess, or use weapons on school property or at a school sponsored event. Students found with weapons on school property shall be prosecuted in accordance with state and federal law. Weapon related behaviors prohibited on school property or at school sponsored activities include, but are not limited to bringing or possessing:

- a handgun/rifle/shotgun
- any other weapon which is designed or may be converted to expel a projectile by the action or any explosive to include live ammunition
- a knife (with a metal blade)
- a BB gun or Pellet gun
- any representation of and or destructive bomb or explosive device
- other firearms (zip gun, starter gun, poppers, flare gun, etc.)
- other weapon (any instrument or object created or used to inflict harm on another individual)
- razor blades/box cutters
- fireworks, firecrackers or stink bombs
- taser or any device intended to transmit an electrical shock
- ammunition
- Weapon/Chemical substance (i.e. mace, tear gas, or pepper spray)
- a stun gun

****LOOK-ALIKES (TOY WEAPONS)** • Students shall not bring, possess, or use toy/look-alike weapons on school property or at school sponsored events. Toy weapons are not combustible, are not designed to expel objects that may cause harm, or do not appear to be real (i.e. plastic). Administrative discretion may be used in determining consequences.

| Category | Behavior Code | Secondary Description | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students | | | | | | | |
| A | BAP1 | Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract) | X | | | | |
| A | BAP2 | Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class) | X | | | | |
| A | BAP3 | Scholastic dishonesty (such as cheating, plagiarism) | X | | | | |
| A | BAP4 | Unexcused tardiness to class | X | | | | |
| A | BAP5 | Unexcused tardiness to school | X | | | | |
| Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures | | | | | | | |
| B | BSO1 | Altering an official document or record | X | | | | |
| B | BSO2 | Giving false information, misrepresentation | X | | | | |
| B | BSO3 | Refusal to comply with requests of staff in a way that interferes with the operation of school | X | | | | |
| B | BSO4 | Failure to be in one's assigned place | X | | | | |
| B | BSO5 | Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school) | X | X | | | |
| B | BSO6 | Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building | | X | X | | |
| B | BSO7 | Dress Code Violation | X | | | | |
| B | BSO8 | Gambling (games of chance for money or profit) | X | | | | |
| B | BSO9 | Possessing items that are inappropriate for school (examples include toys, literature, electronics) | X | X | | | |
| B | BSO10 | Possession of stolen items | X | X | | | |
| B | BSO11 | Unauthorized use of school electronic or other equipment | X | X | | | |
| B | BSO12 | Violation of the Acceptable Use of Technology/internet policy | X | X | | | |
| B | BSO13 | Violation of school board policy regarding the possession or use of portable communication devices | X | X | | | |
| B | BSO14 | Vandalism, graffiti or other damage to school or personal property | X | X | X | | |
| Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) | | | | | | | |
| C | RB1 | Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools) | | X | X | | |
| C | RB2 | Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools) | | | X | X | |

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|---|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|--|
| C | RB3 | Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means | X | X | X | | |
| C | RB4 | Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature | X | X | X | | |
| C | RB5 | Stealing money or property without physical force | X | X | X | | |
| C | RB6 | Speaking to another in an uncivil, discourteous manner | X | X | | | |
| C | RB7 | Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight | X | X | X | | |
| C | RB8 | Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures) | X | X | X | | |
| C | RB9 | Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability | X | X | X | | |
| C | RB10 | Failure to respond to questions or requests by staff | X | X | | | |
| C | RB11 | Unwanted or inappropriate physical contact | X | X | X | | |

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.

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|---|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| D | BSC1 | Alcohol: Possessing or using alcohol | | X | X | | |
| D | BSC2 | Alcohol: Distributing alcohol to other students | | | X | X | |
| D | BSC3 | Drugs: Possessing drug paraphernalia | | X | X | | |
| D | BSC4 | Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy | X | X | X | | |
| D | BSC5 | Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment | | X | X | | |
| D | BSC6 | Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery. | | X | X | X | |
| D | BSC7 | Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences. | | | X | X | X |
| D | BSC8 | Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment | | | | X | |
| D | BSC9 | Bus: Distracting the bus driver | | X | X | X | |
| D | BSC10 | Bus: Endangering the safety of others on the bus | | X | X | X | |
| D | BSC11 | Fire alarm: Falsely activating a fire or other disaster alarm | | | X | X | |
| D | BSC12 | Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke | | X | X | X | |
| D | BSC13 | Engaging in reckless behavior that creates a risk of injury to self or others | | X | X | X | |
| D | BSC14 | Fighting that results in no injury as determined by the school | | | X | X | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| | | administration | | | | | |
| D | BSC15 | Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students | | | | X | |
| D | BSC16 | Throwing an object that has the potential to cause a disturbance, injury, or property damage | | | | X | |
| D | BSC17 | Shoving, pushing, striking, biting another a student with no visible injury | | | | X | |
| D | BSC18 | Exposing body parts, lewd or indecent public behavior | | | | X | |
| D | BSC19 | Physical contact of a sexual nature – patting body parts, pinching, tugging clothing | | | | X | |
| D | BSC20 | Physical sexual aggression and/or forcing another to engage in sexual activity; Sexual assault | | | | | X |
| D | BSC21 | Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3 | | | | | X |
| D | BSC22 | Stealing money or property using physical force (no weapon involved) | | | X | X | |
| D | BSC23 | Stealing money or property or attempting to steal money or property using weapons or dangerous instruments | | | | X | X |
| D | BSC24 | Leaving school grounds without permission | X | X | | | |
| D | BSC25 | Trespassing | X | X | | | |
| D | BSC26 | Possessing dangerous instruments/substances that could be used to inflict harm upon another | | | | X | X |
| D | BSC27 | Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1. | | | | X | X |
| Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community. | | | | | | | |
| E | BESO1 | Assault: Intending to cause physical injury to another person | | | X | X | |
| E | BESO2 | Assault and Battery: Causing physical injury to another person | | | X | X | X |
| E | BESO3 | Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration | | | X | X | |
| E | BESO4 | Striking Staff: The use of force against a staff member when no injury is caused | | | | X | X |
| E | BESO5 | Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications | | | | X | X |
| E | BESO6 | Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications | | | | X | X |
| E | BESO7 | Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications | | | | X | X |
| E | BESO8 | Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s) | | | | X | X |
| E | BESO9 | Fire: Attempting to set, aiding in setting, or setting a fire | | | X | X | X |

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|---|--------|--------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|
| E | BESO10 | Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1 | | | X | X | X |
| E | BESO11 | Hazing as defined in §18.2-56 and noted in § 22.1-279.6. | | | | X | |
| E | BESO12 | Threatening, intimidating, or instigating violence, injury or harm to a staff member or members | | | | X | X |
| E | BESO13 | Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) | | | | X | X |
| E | BESO14 | Possession of a firearm or destructive device as defined in § 22.1-277.07. | | | | | X |
| E | BESO15 | Using any weapon to threaten or attempt to injure school personnel | | | | | X |
| E | BESO16 | Using any weapon to threaten or attempt to injure student(s) or other(s) | | | | | X |
| E | BESO17 | Bomb threat –Making a bomb threat | | | | X | X |

| Category | Behavior Code | Elementary Description | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students | | | | | | | |
| A | BAP1 | Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract) | X | | | | |
| A | BAP2 | Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class) | X | | | | |
| A | BAP3 | Scholastic dishonesty (such as cheating, plagiarism) | X | | | | |
| A | BAP4 | Unexcused tardiness to class | X | | | | |
| A | BAP5 | Unexcused tardiness to school | X | | | | |
| Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures | | | | | | | |
| B | BSO1 | Altering an official document or record | X | | | | |
| B | BSO2 | Giving false information, misrepresentation | X | | | | |
| B | BSO3 | Refusal to comply with requests of staff in a way that interferes with the operation of school | X | | | | |
| B | BSO4 | Failure to be in one's assigned place | X | | | | |
| B | BSO5 | Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school) | X | | | | |
| B | BSO6 | Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building | X | | | | |
| B | BSO7 | Dress Code Violation | X | | | | |
| B | BSO8 | Gambling (games of chance for money or profit) | X | | | | |
| B | BSO9 | Possessing items that are inappropriate for school (examples include toys, literature, electronics) | X | | | | |
| B | BSO10 | Possession of stolen items | X | | | | |
| B | BSO11 | Unauthorized use of school electronic or other equipment | X | | | | |
| B | BSO12 | Violation of the Acceptable Use of Technology/internet policy | X | | | | |
| B | BSO13 | Violation of school board policy regarding the possession or use of portable communication devices | X | | | | |
| B | BSO14 | Vandalism, graffiti or other damage to school or personal property | X | X | | | |
| Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) | | | | | | | |
| C | RB1 | Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools) | X | | | | |
| C | RB2 | Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools) | X | X | | | |
| C | RB3 | Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means | X | | | | |

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| C | RB4 | Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature | X | X | | | |
| C | RB5 | Stealing money or property without physical force | X | | | | |
| C | RB6 | Speaking to another in an uncivil, discourteous manner | X | | | | |
| C | RB7 | Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight | X | X | | | |
| C | RB8 | Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures) | X | X | | | |
| C | RB9 | Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability | X | X | | | |
| C | RB10 | Failure to respond to questions or requests by staff | X | X | | | |
| C | RB11 | Unwanted or inappropriate physical contact | X | X | | | |
| Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school. | | | | | | | |
| D | BSC1 | Alcohol: Possessing or using alcohol | X | X | | | |
| D | BSC2 | Alcohol: Distributing alcohol to other students | X | X | | | |
| D | BSC3 | Drugs: Possessing drug paraphernalia | X | X | | | |
| D | BSC4 | Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy | X | X | | | |
| D | BSC5 | Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment | X | X | | | |
| D | BSC6 | Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery. | X | X | | | |
| D | BSC7 | Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences. | X | X | X | | |
| D | BSC8 | Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment | X | X | | | |
| D | BSC9 | Bus: Distracting the bus driver | X | | | | |
| D | BSC10 | Bus: Endangering the safety of others on the bus | X | X | | | |
| D | BSC11 | Fire alarm: Falsely activating a fire or other disaster alarm | X | X | | | |
| D | BSC12 | Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke | X | X | | | |
| D | BSC13 | Engaging in reckless behavior that creates a risk of injury to self or others | X | | | | |
| D | BSC14 | Fighting that results in no injury as determined by the school administration | X | | | | |
| D | BSC15 | Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students | X | X | | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| D | BSC16 | Throwing an object that has the potential to cause a disturbance, injury, or property damage | X | X | | | |
| D | BSC17 | Shoving, pushing, striking, biting another a student with no visible injury | X | | | | |
| D | BSC18 | Exposing body parts, lewd or indecent public behavior | X | X | | | |
| D | BSC19 | Physical contact of a sexual nature – patting body parts, pinching, tugging clothing | X | | | | |
| D | BSC20 | Physical sexual aggression and/or forcing another to engage in sexual activity; Sexual assault | X | X | X | X | X |
| D | BSC21 | Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3 | X | X | | | |
| D | BSC22 | Stealing money or property using physical force (no weapon involved) | X | X | X | | |
| D | BSC23 | Stealing money or property or attempting to steal money or property using weapons or dangerous instruments | X | X | X | X | X |
| D | BSC24 | Leaving school grounds without permission | X | X | | | |
| D | BSC25 | Trespassing | X | X | | | |
| D | BSC26 | Possessing dangerous instruments/substances that could be used to inflict harm upon another | X | X | X | | |
| D | BSC27 | Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1. | X | X | X | | |
| Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community. | | | | | | | |
| E | BESO1 | Assault: Intending to cause physical injury to another person | | | X | X | |
| E | BESO2 | Assault and Battery: Causing physical injury to another person | | | X | X | X |
| E | BESO3 | Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration | | | X | | |
| E | BESO4 | Striking Staff: The use of force against a staff member when no injury is caused | | | X | X | X |
| E | BESO5 | Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications | | | X | X | X |
| E | BESO6 | Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications | | | X | | |
| E | BESO7 | Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications | | | X | | |
| E | BESO8 | Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s) | | | X | | |

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|---|--------|--------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|
| E | BESO9 | Fire: Attempting to set, aiding in setting, or setting a fire | | | X | X | X |
| E | BESO10 | Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1 | | | X | X | X |
| E | BESO11 | Hazing as defined in §18.2-56 and noted in § 22.1-279.6. | | | X | | |
| E | BESO12 | Threatening, intimidating, or instigating violence, injury or harm to a staff member or members | | | X | | |
| E | BESO13 | Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) | | | X | | |
| E | BESO14 | Possession of a firearm or destructive device as defined in § 22.1-277.07. | | | X | X | X |
| E | BESO15 | Using any weapon to threaten or attempt to injure school personnel | | | X | X | X |
| E | BESO16 | Using any weapon to threaten or attempt to injure student(s) or other(s) | | | X | X | X |
| E | BESO17 | Bomb threat –Making a bomb threat | | | X | X | X |

*SB (Senate Bill) 170 - Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

DUE PROCESS (PPS Policy JFA)

Due process requires that a student be given oral or written notice of the charges against him/her; an explanation of the evidence used to support the charges, and an opportunity to present his/her side of the story before privileges are denied. Due process also includes oral and written notification to a parent/guardian or any incident report of disruptive behavior, of any short term out of school suspension, in school suspension/detention, or after school detention and prior to suspension of a student with a recommendation to the Disciplinary Hearing Committee. The student, parent/guardian has the right to appeal a suspension.

Any student whose presence poses a continuing danger to persons or property, or presents an ongoing threat of disruption may be removed from school immediately.

SHORT-TERM SUSPENSIONS (JGD/JGE) A student may be suspended for not more than ten school days by either the school principal, any assistant principal, or, in their absence, any teacher. The principal, assistant principal or teacher may suspend the student after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred. In the case of any student whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the student may be removed from school immediately and the notice, explanation of facts and opportunity to present his version shall be given as soon as is practical thereafter. File:JGD/JGE Page 3 © 5/16 VSBA PORTSMOUTH PUBLIC SCHOOL DIVISION

Short-Term Appeal Process –Once a student is suspended, there are two options. The student or parent may remain silent and accept the suspension. The student or parent may appeal the suspension. If the student or parent appeals: The student or parent must file a written request for an appeal to the building administrator/designee within two (2) school days of the suspension. This appeal request must specifically identify the nature of the appeal, such as the number of days is too high, or the student did not engage in the behavior, etc. Statements such as “not fair” or “the Principal does not like me” are not valid reasons to appeal a suspension. Within two (2) school days of receipt of the written request the building administrator/designee will meet with the student and parent to hear the appeal. The building administrator/designee will notify the parent of the decision within two (2) school days after the appeal. A letter stating the decision will be mailed to all parties, but the parent is encouraged to contact the school by phone for the decision. The student or parent may appeal the building administrator/designee’s decision by filing a written request for an appeal to the Superintendent/designee within two (2) school days of receipt of the notice of the building administrator/designee’s decision (verbal or written).

LONG-TERM SUSPENSION (JGD/JGE) A student may be suspended from attendance at school for more than ten days after written notice is provided to the pupil and his parent of the proposed action and the reasons therefore and of the right to a hearing before the School Board or the superintendent or superintendent’s designee/hearing committee. The decision of the superintendent or superintendent’s designee may be appealed to the full School Board. Such appeal shall be decided by the School Board within thirty days. The written notice of a suspension for more than ten days includes notification of the length of the suspension and provides information concerning the availability of community-based educational, alternative education or intervention programs. Such notice also states that the student is eligible to return to regular school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by

the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension is borne by the parent of the student. 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.

When a building administrator/designee is considering long-term suspension, it is suggested that the Notice of Suspension specify that a recommendation for long-term suspension is being considered. The Superintendent/designee shall provide for a hearing for the student and the parent on or before day nine (9) of the suspension. The Superintendent/designee/hearing committee shall review the evidence presented at the hearing and shall determine whether to affirm, modify, or disapprove the building administrator/designee's recommendation. The Superintendent/designee shall provide a written decision on or before day ten (10) of the suspension. The parent shall have five (5) school days from the Superintendent/designee's decision to file a written request for an appeal to the School Board, if desired. The student and his/her parents shall be notified of the date when the School Board will meet and act on the recommendation. Hearings will be held in closed session.

EXPULSION (JGD/JGE) Generally Students may be expelled from attendance at school after written notice to the pupil and his parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board in accordance with the regulations of the School Board. The School Board confirms or disapproves of the proposed expulsion regardless of whether the pupil has exercised the right to a hearing. The written notice given to the pupil and his parent includes notification of the length of the expulsion and provides information to the parent of the student concerning the availability of community-based educational, training and intervention programs. The notice also states whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his expulsion is borne by the parent of the student. Nothing in this policy shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion. If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice also advises the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of his expulsion, and of the conditions, if any, under which readmission may be granted. The School Board establishes, by regulation, a schedule pursuant to which such students may apply and reapply for readmission to school. Such schedule is designed to ensure that any initial petition for readmission will be reviewed by the School Board or the superintendent, and, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the superintendent denies such petition, the student may petition the School Board for review of such denial.

An expulsion recommendation follows the process for long-term suspension. The parent shall have five (5) school days from the Superintendent/designee's notice of decision to file a written request for an appeal, if desired. The School Board shall establish a date, time and place for the appeal hearing to ensure that a decision is made within thirty (30) days of the Superintendent/designee's decision. Hearings will be held in closed session.

SHORT-TERM SUSPENSION HEARING PROCEDURE SUMMARY

1. The appointed hearing administrator will bring the hearing to order, make necessary introductions, and determine who should attend the meeting. The student may be represented by a person of his or her choice. Student witnesses must be accompanied by a parent or guardian. Any person wishing to use student witnesses will be responsible for providing written parent permission for the student to leave class and appear before the Hearing Administrator.
2. The appointed hearing administrator will outline the procedures to be followed and will state the purpose of the hearing.
3. The appointed hearing administrator will call for clarifying statements first from the principal or his designee and then from the student, parent/ guardian, or representative.
4. The appointed hearing administrator will hear witnesses and evidence presented first by the principal or his designee and then by the student, parent/ guardian, or representative. All testimony and evidence must be presented in front of the parties involved.
5. The parties shall have the right to ask questions of any witnesses concerning any testimony or evidence presented. It is required that all questions be addressed to the appointed administrator rather than to the witnesses directly.
6. After all the evidence has been presented and there are no further questions, the appointed hearing administrator will allow for closing statements, first from the principal or his designee and then from the student, parent/ guardian, or representative.
7. The appointed hearing administrator will adjourn the hearing.
8. The appointed hearing administrator will then prepare a written recommendation and send it to the student, parent/ guardian or representative, the principal or his designee, and the appropriate Director of Instruction.
9. Either party may appeal the recommendations of appointed hearing administrator to the Superintendent or his designee for a review of the recommendations within five (5) calendar days of the date of the written recommendation.

DISCIPLINARY HEARING PROCESS

Purpose

The disciplinary hearing is an administrative process to determine appropriate placement or further disciplinary action for students who have committed infractions that could result in alternative placement, long-term suspension or expulsion.

Format

- The school administration will present evidence that the student committed the offense(s) listed on the suspension; this evidence will include witnesses, witness statements and other school documents.
- The student will have an opportunity to present his/her side of the case, including witnesses and/or other relevant evidence.
- The student may be represented by an attorney, an advocate, or other interested party, but the student's parent/guardian must be present.
- If the parent/guardian and/or student fail to attend the hearing a decision will be rendered in their absence.
- After the evidence has been presented the committee will render a decision.
- The hearing will last approximately 30 minutes.

Outcomes

The possible outcomes are:

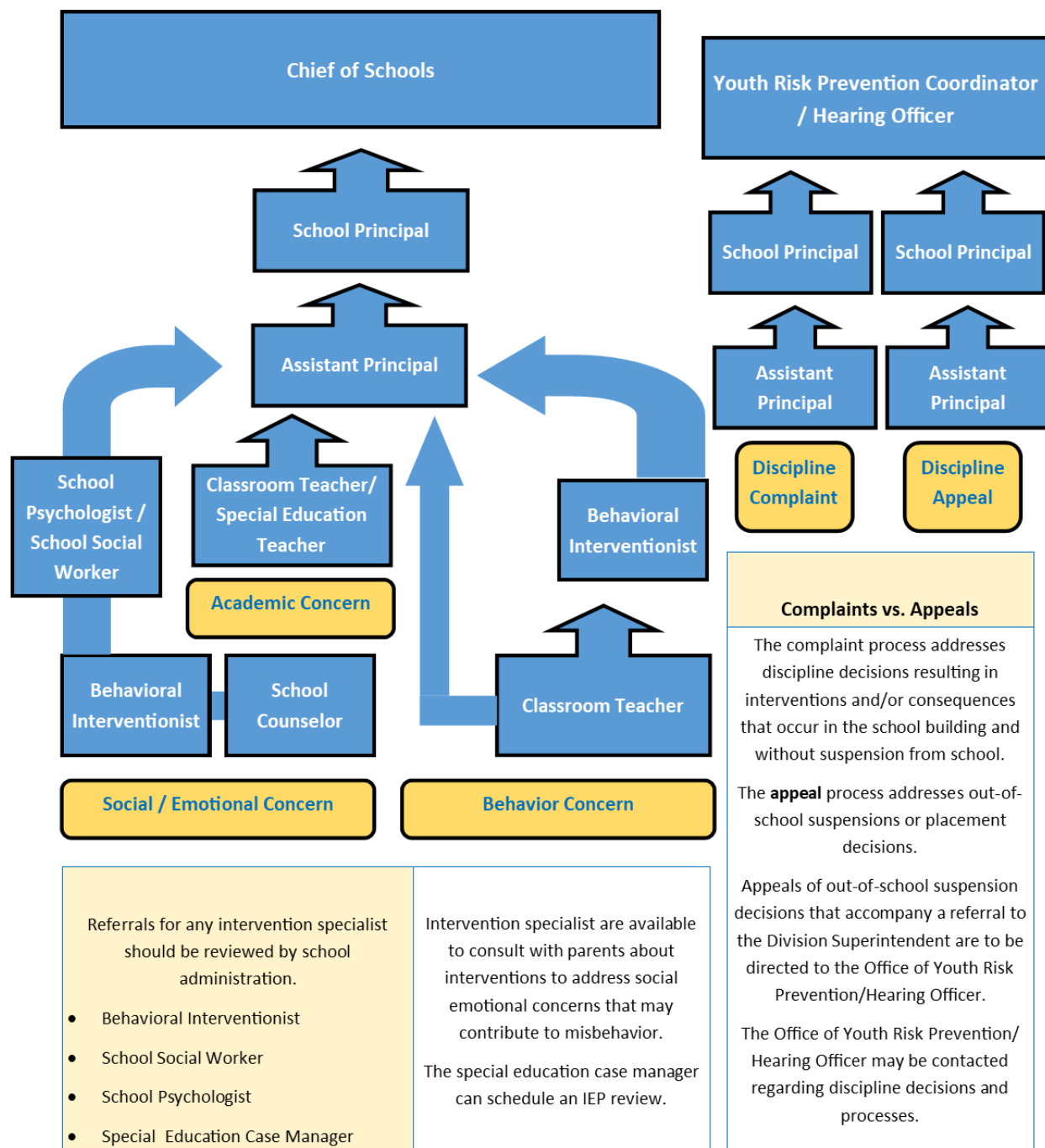
- return to school of origin with no further disciplinary action
- return to school of origin on a behavioral contract or other stipulations
- assignment to an age-appropriate alternative school
- a recommendation to the Division Superintendent for long-term suspension or expulsion

Appeals

If recommended to the Division Superintendent for long-term suspension or expulsion the parent/guardian and student have a legal right to appeal the decision of the Disciplinary Hearing Committee to the School Board.

WHO DO I CONTACT?

Please refer to the flowchart below to determine who to contact if you have a concern.



Questions or Concerns regarding your options?

Office of Youth Risk Prevention—(757) 393-8411

ALTERNATIVE EDUCATION PLACEMENT FOR OFF-CAMPUS CRIMINAL BEHAVIOR

Any student for whom the Division Superintendent has received a report pursuant to state law of an adjudication of delinquency or a conviction may be suspended or expelled from school attendance. Students charged or found guilty of an offense relating to the Commonwealth's laws on firearms, violent crime, drug distribution, arson, burglary, robbery, and street gang crimes are subject to removal from school and placement in an alternative educational setting.

GENERAL INFORMATION & SCHOOL BOARD POLICIES

Acceptable Computer Use System

Acceptable Mobile Device Agreement

General Confiscation Form

Attendance

Bus Regulations

Conduct on School Property

Distribution of Information/Materials

Dress Code

Family Educational Rights and Privacy Act (FERPA)

Freedom from Discrimination

Moment of Silence

Online Parent Access

Online Student Access

Pledge of Allegiance

Search and Seizure

Sex Offenders and Crimes against Minors Registry

Student Bullying

Student Records

Students Sexual Harassment

Tobacco Free School for Staff and Students

Acceptable Computer Use System (IIBEA/GAB)

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 hardware, software, data, digital media, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, data bases, handheld touch screen technologies, personal computers, 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 used on the computer system, including electronic mail or other files deleted from a user's account may be monitored or read 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 by minors;
- (4) provisions establishing that the online activities of minors will be monitored;
- (5) provisions designed to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors.
- (8) a component on 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 then Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, 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 Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulation biennially.

Adopted: July 6, 2006 Legal Refs: 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. 18 U.S.C. §§ 1460, 2256. 47 U.S.C. § 254.

File: IIBEA-E2

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system and/or a PPS owned electronic device (i.e. laptops, Chrome book, & tablet). Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation IIBEA /IIBEA-R, Acceptable Computer System Use and Regulations. 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 and monitor 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 Signature _____ Date _____

I have read this Agreement, Policy IIBEA and Regulation IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Portsmouth Public 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 and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

© 5/01 VSBA

PORTSMOUTH PUBLIC SCHOOLS

Computer System Use -Terms and Conditions

All use of the Portsmouth Public School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system is defined as the Division's network, servers, computer workstations, telephones, printers, modems, video, fax transmissions, peripherals, applications, databases, library catalog, online resources, internet access, email, multi-media, instructional materials, and any other technology designated for use by the Division for students and staff. Personal equipment sanctioned for use on Portsmouth Public Schools property (i.e. cell phones, laptops, iPods, iPads, IvIP3 players, DVD players, cameras, etc.) is also subject to this regulation.

1. Acceptable Use: Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. Privilege: The use of the Division's computer system is a privilege, not a right. With this educational opportunity comes responsibility. In order for the Division to make its computer network and internet access available all students and staff must take responsibility for appropriate and lawful use of internet resources.
3. Unacceptable Use: Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - Uses that violate the law or encourage others to violate the law (gambling, hacking, violation of copyright etc.)
 - Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures
 - Sending, receiving, viewing, or downloading illegal material via the computer system
 - Downloading copyrighted material for unauthorized use
 - Using technology to download any program, partial program or game without the express permission of the supervising teacher and Portsmouth Public Schools technology director
 - Using the computer system for private, financial or commercial gain
 - Any use of the technology that causes harm to others or their property
 - Gaining unauthorized access to resources or entities
 - Posting material authorized or created by another without his or her consent
 - Using the computer system for commercial or private advertising

- Submitting, posting, publishing or displaying any obscene, profane, threatening, illegal and other inappropriate material
 - Using the computer system while access privileges are suspended or revoked
 - Vandalizing the computer system, including destroying data by creating or spreading viruses or by other means
 - Sharing your username and/or password with others, borrowing someone else's username (i.e. teacher or student), password or account access
 - Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, pictures, etc.)
 - Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation
 - Any activities designed to expose school district or other computers to "viruses"
 - Inappropriate cyber communication (cyber threats, cyber bullying, harassment, and/or other inappropriate communications) through open social networking websites offering an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music and videos (My Space, Face Book, You Tube, etc.) where students can send messages and pictures
4. Network Etiquette: Each user is expected to abide by generally accepted rules of etiquette including the following:
- Be polite
 - Users shall not forge, intercept or interfere with electronic mail messages
 - Use appropriate language: the use of obscene, lewd, profane, threatening or disrespectful language is prohibited. Do not use distribute, or redistribute jokes, stories, or other material that are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation
 - Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection
 - Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large (5MB or smaller) to be accommodated by the recipient's system and is in a format that the recipient can open.
 - Users shall not use the computer system to disrupt others.
 - Users shall not read, modify or delete data owned by others.

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

Adopted: December 19, 1996

Revised: September 20, 2001

Revised: November 15, 2001

Legal Refs:

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.

18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Cross Refs:

JFC Student Conduct

JFC-R Standards of Student Conduct

Acceptable Mobile Device Agreement

The following policy pertains to Students assigned a PPS owned device (i.e. laptop, Chromebook, tablet etc.) for use at home.

A. General Terms and Conditions of Use

1. Students will abide by all policies outlined in the Student Code of Conduct (School Board Policy JFC and JFC-R). You and your parents are required to sign this document at the beginning of each school year.
2. Portsmouth Public Schools (PPS) provides all students access to the Internet and other digital resources as a means to enhance their education. All students may be assigned a device to enhance their education. All technology resources are provided under the expectations and restrictions delineated in this document.
3. The laptop that is issued for secondary student use is the property of Portsmouth Public Schools and must be returned as follows:
 - a. At the end of the academic school year;
 - b. Within three (3) school days of withdrawal from a Portsmouth school, when transferring to another school (either within or outside the Portsmouth Public School Division); or, immediately upon the request of a teacher or administrator.
4. Transmission or creation of any material in violation of Federal, State, or local law, ordinance, School Board policy, regulation or the *Code of Student Conduct* is prohibited.
5. The Internet filtering provided through PPS exceeds the Children's Internet Protection Act (CIPA) requirements. Access to the Internet is filtered through a commercial filtering system.
6. Portsmouth Public Schools may provide students with access to online educational services and websites through contracts with educational companies and vendors. Students may be provided with a username and password to access educational content on these websites. Such websites may collect personally identifiable information from students including usernames and passwords. Specific website company/vendor privacy policies should be consulted regarding collection of information, including information for students under the age of 13. Please contact Portsmouth Public Schools at any time regarding privacy questions or concerns or to request to review what personally identifiable information has been provided by the school and/or division. As requested, Portsmouth Public Schools can also provide contact information for the educational companies and vendors for such websites for parents to contact directly. Parents can also contact Portsmouth Public Schools (and/or the website company/vendor) at any time to request that they delete the personally identifiable information of their child and disallow further access. Please note that this removal could prevent the student from having access to critical instructional materials.
7. PPS has the right to inspect any PPS-owned computer or electronic device and the contents contained therein on demand with or without notice to the user. Remote monitoring of computers on the network will occur at each school site.
8. Students will adhere to these terms and conditions of use each time the device is used, including while not on school grounds.
9. Students agree to transport their PPS-issued device in the school-approved carrying case or cover.
10. Students will bring their PPS-issued device, fully charged, with them to school each day.
11. Students will make available for inspection by any school administrator or teacher any messages or files sent or received on their PPS-issued device.

B. Acceptable Use and Internet Safety

1. Students will use technology with responsibility, integrity, and for educational purposes.
2. Students will take responsibility for the choices they make and the actions they take while using technology.
3. Students must manage the personal data on their computers. This includes backing up educational material regularly. Appropriate non-educational files are allowed, but should not negatively impact instructional use nor degrade device performance.
4. Students will report to responsible school personnel any incidents of inappropriate electronic communications transmitted in any form using PPS-owned technology.
5. Files and data on student computers must adhere to the following guidelines:
 - a. All files and data must be legally obtained and distributed under United States copyright laws.
 - b. All files and data sought, possessed, or distributed must be acceptable in a school setting. This forbidden content includes, but is not limited to: hacking tools, computer viruses, violent content, pornographic content, vulgar content, and obscene content.
6. Students will maintain the security and integrity of their usernames and passwords.
 - a. Students must keep their usernames and passwords confidential.
 - b. Students will only log in with their own usernames and passwords.
7. Students will maintain the integrity of the computer hardware and software.
 - a. Students will not dismantle or otherwise physically alter computers. This includes affixing stickers or other decorations.
 - b. Students are prohibited from altering or deleting files that are not in their 'home' directory.
 - c. Students are prohibited from installing additional software or altering existing software in any way.
8. Students are responsible for obeying all PPS standards for conduct when communicating using technology.
 - a. Students may use PPS or school approved communications mediums under teacher direction.
 - b. Communications will be clear and precise. Intentionally obscuring communication through code words or other means is not permissible.
 - c. Students will adhere to rules regarding cyber bullying, harassment, hate speech, and other forms of verbal assault.
 - d. Students must understand that content published online is public, visible, and representative of the author.
9. Students will respect the rights, privacy, property, and work of all users.
 - a. Students will neither seek nor reveal personal information about others.
 - b. Students will not attempt to access, alter, or use another user's files without their permission.
10. Students will operate within established PPS filtering and security environments.
 - a. Students will not attempt to evade or bypass PPS Internet filters.
 - b. Students will not attempt to conceal, disguise, or change their user information, nor the identity of their computer.
 - c. Students will not attempt to disable any security or monitoring software.
 - d. The use of PPS technology for commercial activities is prohibited unless explicitly permitted by the School Board. Commercial activity includes, but is not limited to, the following: Any activity that generates revenue for the user;
 - e. Product advertisement or political lobbying;
 - f. Any activity that requires entry into an area of services for which the school will be charged a fee.

C. With Teacher and/or Administrator Approval and for Instructional Purposes, Students may:

1. Use approved email, chat rooms, instant messaging, message boards, and other communication methods;
2. Publish or edit web pages;
3. Wear headphones;
4. Share files;
5. Play educational games/activities;

D. Students are PROHIBITED from:

1. Using technology for any illegal purpose;
2. Creating unauthorized networks of any kind;
3. Downloading, uploading, importing, or intentionally viewing material that promotes the use of illegal drugs, alcohol, pornography, or illegal and/or violent behavior;
4. Introducing non-approved software, hardware, or resources into the PPS network or clients. Approval can be sought through the building administrator;
5. Saving, transferring, or loading non-school related material on a school file server;
6. Running software applications from a USB device.

Failure to honor the above regulations may result in the restriction of Internet privileges and/or the restriction of other technology access in addition to disciplinary action up to and including criminal charges. Examples include: (i) Computer hacking or trespassing, (ii) harassment, threats, or cyber bullying via computer, and (iii) computer fraud (see Title 18.2 of the *Code of Virginia*).

E. Damage or Loss

If loss/stolen or damage occurs, students and their parent(s) or guardian(s) agree to any applicable charges outlined below. **The charges are intended to promote good habits and responsible handling of PPS-issued mobile devices.** Devices reported as stolen outside of school require that parents notify police and send an official police report to their school administration. Theft on school grounds is to be reported to school administration.

- I. First incident: No charge for accidental damage to mobile device; letter to parents. Full price of repair or replacement for an intentionally damaged mobile device and a parent/guardian meeting with administrator required. For stolen devices, a police report must be completed within 10 business days and a copy provided to the school administration.
- II. Second and subsequent incidents: No charge for accidental damage to mobile device; letter to parents. Full price of repair or replacement for an intentionally damaged mobile device and a parent/guardian meeting with administrator required. For stolen devices, a police report must be completed within 10 business days and a copy provided to the school administration. If school administration does not receive the police report as outlined above, a charge of \$100 will be assessed to the parent or guardian.

General Confiscation Form

Student's Name _____

Date of Confiscation _____

Person Responsible for Confiscation _____

Length of Confiscation _____

Cellular telephones are not to be visible during school hours. Students found in violation will have them confiscated and returned to a parent. All cell phones, electronic devices and other confiscated items must be picked up by a parent/guardian. When the parent/guardian picks up the confiscated item they will be required to sign the General Confiscation Form acknowledging that if the same or similar item is confiscated a second time it will be kept until a parent conference is held with an administrator, the third offense will result in the item being held until the student serves a minimum of one day of in-school suspension and a parent conference is held. The school must be contacted to schedule a pick up time.

Check which offense this confiscation represents

___ First offense - the device shall be confiscated and returned to a parent/guardian

___ Second offense - returned at parent conference

___ Third offense - one day in-school suspension and parent conference is held

Item confiscated: (check one)

___ Cellular Telephone

___ Electronic Device

___ Other items

Description of Confiscated Device:

Product Name _____

Type _____

Color _____

Serial Number/Identifying Characteristics _____

Signature Upon Receipt of Confiscated Item

Student _____

Date _____

Parent _____

Date _____

Administrator/Designee _____

Date _____

ATTENDANCE (JED)

I. Student Attendance Policy

Student attendance is a cooperative effort and the School Board shall involve 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 shall be responsible for such child's regular and punctual attendance at school as required under provisions of the law.

A reasonable effort shall be made to contact a parent/guardian of each absent student every day, and to obtain an explanation for the student's absence, where there is no indication that the student's parent is aware of and supports the absence. A log will be kept of call attempts.

Students who are absent must bring a valid note stating the reason for absence upon returning to school. Unexcused absences shall be handled according to regulations issued by the superintendent.

The Division Superintendent's regulations will include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations will 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 he missed by reason of such absence, if the absence is verified in an acceptable manner.

Students shall attend school for a full day unless otherwise excused. Secondary students shall be scheduled for a full school day unless they are enrolled in a cooperative work-study program. All other exceptions to a full day schedule must be approved on an individual basis by the superintendent or designee.

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

A. Upon Fifth Absence Without Parental Awareness and Support If (1) a student 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 student'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 his designee or the attendance officer shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or his designee or the attendance officer, 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 Sixth Absence Without Parental Awareness and Support If the pupil is absent an additional day after direct contact with the pupil's parent and the attendance officer has received no indication that the pupil's parent is aware of and supports the pupil's absence, either the school principal or his designee or the attendance officer shall schedule a conference within ten school days, which must take place no later than the fifteenth school day after the sixth absence. At the conference, the pupil, his parent, and school personnel, shall meet to resolve issues related to the pupil's nonattendance. Other community service providers may

also be included in the conference.

C. Upon Additional Absence Without Parental Awareness and Support Upon the next absence after the conference without indication to the attendance officer that the pupil's parent is aware of and supports the pupil's absence, the Principal or designee shall notify the attendance officer or Superintendent or his designee who shall enforce the compulsory attendance rules by either or both of the following: (1) filing a complaint with the juvenile and domestic relations court alleging the pupil is a child in need of supervision as defined in § 16.1-228 or (2) instituting proceedings against the parent pursuant to § 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 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 Division 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.

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 shall be monitored and reported as required by state law and regulations. At the end of each school year, each public school principal shall report to the Superintendent the number of students by grade level for whom a conference was scheduled pursuant to Part II (B) above. The Division Superintendent shall compile this information and provide it annually to the Superintendent of Public Instruction.

V. Dismissal Precautions Principals shall 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 shall be released only on request and authorization of parent or guardian. The Division Superintendent shall provide procedures for release of students 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 shall be maintained in each school.

SUMMARY OF ATTENDANCE LEGISLATION

22.1-258. Appointment of attendance officers; notification when pupil fails to report to school.

Every school board shall have power to appoint one or more attendance officers, who shall be charged with the enforcement of the provisions of this article. Where no attendance officer is appointed by the School Board, the division superintendent shall act as Attendance Officer. Whenever any pupil fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, a reasonable effort to notify by telephone the parent to obtain an explanation for the pupil's absence shall be made by the attendance officer, other school personnel, or volunteers organized by the school administration for this purpose. Any such volunteer shall not be liable for any civil damages for any acts or omissions resulting from making such reasonable efforts to notify parents and obtain such result of gross negligence or willful misconduct. This subsection shall not be construed to limit, withdraw, or overturn any defense or immunity already existing in statutory or common law or to affect any claim occurring prior to the effective date of this law. School divisions are encouraged to use non-instructional personnel for this notice.

Whenever any pupil fails to report to school for a total of five scheduled school days for the school year and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, and a reasonable effort to notify the parent has failed, the school principal or his designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, by the attendance officer to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The attendance officer and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance.

If the pupil is absent an additional day after the direct contact with the pupil's parent and the attendance officer has received no indication that the pupil's parent is aware of and supports the pupil's absence, the attendance officer shall schedule a conference within ten school days with the pupil, his parent, and school personnel, which conference may include other community service providers, to resolve issues related to the pupil's nonattendance. The conference shall be held no later than fifteen school days after the sixth absence. Upon the next absence by such pupil without indication to the attendance officer that the pupil's parent is aware of and supports the pupil's absence, the school principal or his designee shall enforce the provisions of this article 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 16.1-228 or (ii) instituting proceeding against the parent pursuant to 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 section. In the event that both parents have been awarded joint physical custody pursuant to 20124.2, and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

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

§ 22.1-254. Compulsory Attendance Required; Excuses and Waivers; Alternative Education Program Attendance; Exemptions from Article

A. Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of

any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent or provide for home instruction of such child as described in § 22.1-254.1.

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by sending a child to an alternative program of study or work/study offered by a public, private, denominational or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by sending the child to any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational or parochial educational pre-kindergarten program.

Instruction in the home of a child or children by the parent, guardian or other person having control or charge of such child or children shall not be classified or defined as a private, denominational or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § 22.1-254.01. However, the requirements of this section shall (a) be satisfied for those persons 16 through 18 years of age who are housed in adult correctional facilities when such persons are actively pursuing a general educational development (GED) certificate but are not enrolled in an individual student alternative education plan pursuant to subsection D and (b) not apply to any child who has obtained a high school diploma, its equivalent, or a certificate of completion or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

LEARNFARE AGREEMENT AND TEMPORARY ASSISTANCE TO NEEDY FAMILIES – TANF

Portsmouth Department of Human Services and the Division will coordinate efforts to identify those students who are deemed truant and not in compliance with attendance requirements. When attendance problems are identified, the local Department of Human Services and designated school personnel will develop a plan to address the student's truancy.

“Learnfare” is a Virginia Welfare Reform initiative which ties welfare payments to the school attendance of students (under the age of 18) who are TANF recipients. The program provides valuable assistance to School Divisions in their efforts to reduce truancy. Local Social Service Agencies are to jointly plan for implementation of the Learnfare requirements with Local School Divisions and to develop a plan for improving students' attendance at school when truancy is identified.

Notification: Portsmouth Public Schools receives monthly updates of TANF recipients for school-age children, five (5) through seventeen (17) years of age. The information is maintained in a central attendance database.

1. The PPS Information Technology Department notifies Portsmouth Human Services bi-weekly of all TANF recipients who have three (3) or more unexcused absences.
2. Upon receipt of information that a child is truant, Portsmouth Human Services will evaluate continued eligibility

of the children identified in accordance with TANF policy and procedures.

3. In cases where a child is determined to be truant, Portsmouth Human Services will consult with designated school personnel to develop a case plan to address the truant child's needs and circumstances to achieve compliance.

Code of Virginia § 63.2-606, requires schools to report non-attendance of children receiving Temporary Assistance for Needy Families (TANF) to local departments of social services. Families receiving TANF are required to comply with compulsory school attendance laws.

Bus Conduct (JFCC)

Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Students who become serious disciplinary problems on school buses shall be reported to the principal by the driver and may have their riding privileges suspended. In such cases, the parents of the student become responsible for seeing that their children get to and from school safely. Adopted: December 19, 1996 Revised: June 27, 2002 Legal Refs.: Code of Virginia, 1950 as amended, sections 22.1-78, 22.1-176, 22.1-181, 22.1-293(B), (D). 8 VAC 20-70-390. Cross Ref.: EEA Student Transportation Services EEACC Student Conduct on School Buses

Regulations for Students Who Ride School Buses

Meeting the School Bus

- Students are subject to all conditions outlined in the *Code of Student Conduct* while at the bus stop, going to and from the bus stop, or riding the bus.
- Students must be on time. Students should be at the stop at least ten minutes before the regular pickup time.
- Students must not stand on the traveled portion of the roadway or on private property while waiting for a bus.
- While waiting at a bus stop, students must respect the property of homeowners in the area.
- Students must not run alongside a moving bus; they must wait until it has stopped, then walk to the front door.

Riding on the School Bus

- Students must obey the driver and be courteous to him/her and to their fellow students. The driver is in charge of the bus as well as the passengers and has the authority to assign seats to maintain discipline or promote safety.
- Students must never mar or deface the bus. The student performing the act must pay for any willful or careless damage.
- Students must not extend their arms, legs, or heads out of the bus window.
- Students must not talk to the driver while the bus is in motion except in an emergency.
- Students must not tamper with the emergency door.
- Students must not wave or shout at pedestrians or passengers in other vehicles.
- Students must not throw objects inside the bus or from a window.

- Books, book bags, band instruments, or other loose objects must not be placed in the aisle or on the floor at the front of the bus. These items will be permitted aboard **ONLY** if they can be held in the student's lap and not encumber another student.
- Eating, drinking, or selling any commodity on the bus is prohibited.
- Students must not open windows without the driver's permission.
- Items prohibited at school will **not** be permitted on the bus. This includes, but is not limited to, the following: live animals, glass objects, skateboards, scooters, surf/boogie boards, and other items that do not directly support the educational process.
- Portable communication devices, including cell phones, may not be displayed, activated, or used on the bus by students while being transported to and/from school.
- The bus driver has the right to refuse transportation to any student who has an unsafe object (e.g., matches, knives, firearms, etc.) in his/her possession.
- Parents, guardians, or their designees are required to accompany children under six years of age to and from the bus stop.
- No change will be made in the location of bus stops or bus routing without the approval of the Office of Transportation Services. (757) 393-8269.
- Students must ride their assigned buses. No change in a bus may be made without the school principal's permission.
- Riding a school bus is a privilege. Should any child be reported to the school principal, the principal will be responsible for taking disciplinary action, including the loss of the privilege of bus transportation.

Leaving the School Bus

- Students must remain seated until the bus comes to a full stop.
- Students must leave the bus at their regular stops.
- If the students must cross a highway, they are to do so at the front of the bus and at a distance of at least ten feet in the front of the bus. They must not cross until the driver has signaled that it is safe to do so.

CONDUCT ON SCHOOL PROPERTY (KGB)

All visitors must register at the school office on arrival. No one may possess or consume any alcoholic beverage in or on the grounds of any public school during school hours or school or student activities. In addition, no one may consume, and no organization shall serve, any alcoholic beverage in or on the grounds of any public school after school hours or school or student activities, except for religious congregations using wine for sacramental purposes only. In accordance with Policy KGC Use of Tobacco and Electronic Cigarettes on School Premises, smoking and the use of electronic cigarettes is not permitted in schools or school vehicles. Any person found to be engaged in or advocating illegal activity while on school property, including school buses, shall be reported by the principal to the local law enforcement authorities. Any person who willfully and maliciously damages, destroys or defaces any school district building, or damages or removes any school property from a school building, will be required to compensate the school division and may be prosecuted. Any person who willfully interrupts or disturbs the operation of any school or, being intoxicated, disturbs the same, whether willfully or not, may be ejected and/or prosecuted.

DISTRIBUTION OF INFORMATION/MATERIALS (KF)

The Portsmouth City School Board seeks to minimize intrusions on the time of students and employees by communications from sources other than the school division. The Division Superintendent, or his/her designee, must approve, in advance, any materials sought to be distributed or made available by non-School organizations, including parent-teacher organizations and booster clubs. Approval will be granted only for materials from governmental organizations regarding activities related to the educational mission of the Portsmouth Public School Division.

DRESS CODE POLICY (JFCAA)

Purpose

One of the fundamental purposes of school is to provide the foundation for the creation and development of a proper attitude toward education. In order to further this purpose, it is essential to create and maintain an effective teaching and learning environment. Student attire impacts the teaching and learning environment. It can either promote a more effective educational environment, or it can disrupt the educational climate and process. Student attire that is acceptable for some social settings may not be acceptable for the educational environment of school.

In order to ensure that our students' education is conducted in an environment where safety risks, disruptions, and distractions are minimized, all students in the Portsmouth City Public Schools will adhere to the following minimal standards of dress. These requirements are in addition to any requirements imposed at individual schools that, with the approval of the School Board, adopt a Uniform Policy pursuant to other provisions of this policy manual.

The superintendent is hereby authorized to promulgate regulations consistent with the provisions of this policy.

In general, students are not to wear or carry items of apparel to school (for example, clothing, accessories, cosmetics, jewelry – including body piercing) that may interfere with the instructional process or present a health or a safety hazard to the student wearing or carrying them, or to others.

The School Board urges parents and students to exercise sound judgment, based upon the standard of appropriateness for the school setting, when choosing clothing, jewelry, and accessories to wear or bring to school, and to recognize that items that might be appropriate attire on nights or weekends are not necessarily appropriate for the school day and the classroom.

Interpretation and Implementation of Policy

The building principal/designee shall use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the building principal/designee shall be final. Principals, administrators and teachers shall use reasonable discretion in enforcing this policy.

Enforcement

Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements may be made for their proper attire. Students who are insubordinate or refuse to change the improper attire, or who repeat dress code violations shall be subject to disciplinary action for violating the Code of Student Conduct.

Temporary Exceptions and Waivers

The building principal/designee and superintendent shall grant waivers where required by law to protect fundamental constitutional rights. The parent(s) or guardian(s) of a student may request a waiver from a specific provision of this policy and any related regulations where the strict enforcement of a provision would violate the student's fundamental rights. Such requests shall be in writing and addressed to the building principal/designee of

the student's school. If the building principal/designee denies the request, the parent(s) or guardian(s) may appeal their decision in writing to the superintendent or his designee. There shall be no hearing in such appeals; the superintendent or his designee will review the written record only. The final decision of the superintendent or his designee shall be in writing. There shall be no appeal from the final decision.

In order to allow appropriate attire for a particular educational or school activity, the building principal/designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day.

Adopted: August 29, 2002

Revised: September 19, 2002 to become effective January 1, 2003

Legal Refs.: Virginia Code Sections: § 22.1-253.13:7.D.3 and § 22.1-279.3A § 22.1-79 (Powers and Duties of School Boards); § 22.1-253.13:7 (Standard's of Quality, Standard 7, Policy Manual), and § 22.1-279.3 (Parental responsibility and involvement requirements)

Goss v. Lopez, 419 U.S. 565, 95 S. Ct. 729 (1975)

Tinker v. Des Moines School District, 393 U.S. 503, 89 S. Ct. 733 (1969)

Hicks v Halifax County Bd., 93 F. Supp.2d 649 (E.D.N.C./4th Cir. 1999)

Byars v. City of Waterbury, 1999 WL 391033 (Conn. Super. Ct. 1999)

Phoenix El. School District v. Green, 943 P2d 836 (Ariz. Ct. App. 1997)

DRESS CODE REGULATION (JFCAA-R)

Portsmouth City Public School students shall not wear the following items:

- Clothing, pins, jewelry, accessories or other items of adornment displaying obscene, profane, derogatory, violent or gang-related messages, themes, designs or pictures;
- Clothing, pins, jewelry, accessories or other items of adornment conveying messages related to or promoting the use of alcohol, drugs, or tobacco products, or messages that promote illegal activities.
- Clothing pins, jewelry, accessories or other items of adornment depicting bawdy, salacious or sexually suggestive messages.
- Clothing that is transparent or exposes the midriff, navel or cleavage.
- Pants, skirts and/or shorts that sag below the waistline or must be held in place with the hands.
- Underwear as outer garments or clothing that exposes underwear (including, but not limited to, stretch lycra, spandex or nylon tights, leotards, biker pants, biker shorts, bathing suits, pajamas).
- Tank tops, halter tops, garments with spaghetti straps, tube tops, fishnet tops, strapless dresses, or other clothing that is not appropriate because of slits, rips or holes in the garment.
- Accessories which could in some way pose a danger to the wearer or others; and/or could be used as weapons (including, but not limited to, two-or-three finger rings, chains hanging from clothes, picks, hair chop sticks).
- Clothing that is too tight and/or is inappropriate in length as determined by the building principal/designee.
- Inappropriate footwear (including, but not limited to, shower shoes and beach shoes, such as thongs, bedroom slippers, and unfastened shoes or shoes missing appropriate closures).
- Head coverings or accessories that are not related to or required by student's bona fide religious practices (including, but not limited to, stocking caps, do rags, wave caps, scarves or bandanas).
- Items that are intended for outdoor use (including, but not limited to, hats, caps, and similar head coverings, scarves, jackets and coats).

Adopted: August 29, 2002

Revised: September 19, 2002 to become effective January 1, 2003

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION (JO)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Portsmouth Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Portsmouth Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the Division to the contrary in accordance with Division procedures. Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the 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, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.)

ANNUAL NOTIFICATION

The Division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including:

- the right to inspect and review the student's educational records and the procedure for exercising this right;
- the right to request amendment of the student's educational records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the type of information designated as directory information and the right to opt out of release of directory information;
- that the Division releases records to other institutions that have requested the information and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related

to the student's enrollment or transfer;

- the right to opt out of releasing the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the Division's alleged failure to comply with FERPA.

FREEDOM FROM DISCRIMINATION (JB)

Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students. No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege or advantage, or be denied equal access to educational and extracurricular programs and activities.

TITLE IX

The Board prohibits discrimination on the basis of sex in its educational programs and activities as required by Title IX. The Board has adopted a grievance procedure applicable to Title IX complaints, and copies of this procedure may be obtained in the office of each school. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Portsmouth City Schools, 801 Crawford Street, Portsmouth, VA 23704.

MOMENT OF SILENCE (IE)

The Portsmouth City School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment of silence at the beginning of the first class of each school day. The teacher responsible for each class shall make sure that each student (1) remains seated and silent and (2) does not disrupt or distract other students during the moment of silence. The moment may be used for any lawful silent activity, including personal reflection, prayer, and meditation. Teachers shall not influence, in any way, students to pray or meditate or not to pray or meditate during the moment of silence.

Adopted: August 31, 2000 Revised: September 26, 2013 Legal Ref.: The Code of Virginia, 1950, as amended, § 22.1-203

ONLINE PARENT ACCESS

Portsmouth Public Schools offers a "Parent Portal" for parents and guardians to access their student's grades and attendance information all in one secure, easy-to-use website. With the Parent Portal, you can:

- Access your student's individual course assignments, and teacher information
- View your student's grades, attendance information and student schedule
- Communicate with teachers and learn more about your student's individual workload and responsibilities

Parent Portal startup packages are sent to parents in the fall or upon enrollment containing account

credentials, instructions and helpful tips.

ONLINE STUDENT ACCESS

Portsmouth Public Schools also offers a "Student Portal" for students to access their grades and assignments all in one secure, easy-to-use website. With the Student Portal, students can:

- Access their individual course assignments and teacher information
- View their grades, attendance information and schedule
- Communicate with teachers and learn more about their individual workload and responsibilities

Students receive their assigned credentials for accessing the portal.

PLEDGE OF ALLEGIANCE (IEA)

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the Portsmouth Public School Division. During the recitation of the pledge, students shall stand and recite the pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform. No student shall be compelled to recite the pledge if he or she, his or her parent or legal guardian objects on religious, philosophical, or other grounds to his or her participating in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the pledge and shall make no display that disrupts or distracts those who are reciting the pledge. Appropriate accommodations shall be made for students who are unable to comply with the procedures described herein due to disability.

Adopted: September 20, 2001 Revised: September 27, 2012 Legal Refs: The Code of Virginia, 1950, as amended, § 22.1-202. 4 U.S.C. § 4. Cross Refs.: JFC Student Conduct JFC-R Standards of Student Conduct

SEARCH AND SEIZURE (JFG)

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

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

Student desks and lockers are the property of the school, and may be used for the storage of permitted student belongings only. School officials retain locker combinations and reserve the right to search desks and lockers as well as to open lockers at any time for repairs. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials. A random, systemic, non-selective search of student classrooms, desks, lockers or automobiles may be conducted by school officials in accordance with a pre-determined search formula. Students are responsible for the content of their assigned locker at all times.

The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by

the school's responsibility to protect the health, safety, and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials should be notified.

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

PERSONAL SEARCHES

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

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

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

Strip searches may only be used when an extremely serious situation exists requiring immediate action. Such a search should be used only in the context of imminent threat of death or great bodily injury to a person or persons. If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or his designee, unless the health or safety of the student is endangered by the delay.

LOCKER SEARCHES

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

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such

patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

SEIZURE OF ILLEGAL MATERIALS

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

COMPUTER SEARCHES

School computers, software and internet access are school property. Students are only authorized to use school computers and other similar educational technology consistent with the educational mission of the school. School officials may search school computers, software and internet access records at any time for any reason and without student consent.

CONSENT SEARCHES

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

SEIZURE OF ILLEGAL MATERIALS

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

Adopted: June 24, 2004

Legal Refs.: New Jersey v. T.L.O., 469 U.S. 325 (1985).

Constitution of the United States, Amendment IV.

Constitution of Virginia, Article I, section 10.

Code of Virginia, 1950, as amended, section 22.1-279.7.

Board of Education Guidelines for Student Searches in Public Schools, (12/21/99).

Cross Refs.: IBEA Acceptable Computer System Use © 2/04 VSBA

SEX OFFENDERS AND CRIMES AGAINST MINORS REGISTRY (KN)

The Portsmouth Public School Division recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, each school in the Portsmouth Public School Division shall request electronic notification of the registration or reregistration of any sex offender in the same or contiguous zip codes as the school. Such requests and notifications shall be made according to the procedure established by the Virginia Department of State Police (State Police). Annual Notification At the beginning of each school year, the Portsmouth Public School Division shall notify parents and employees of this policy. The School Board will also annually notify the parent of each student enrolled in the school division of the availability of information in the Sex Offender and Crimes Against Minors Registry and the location of the Internet website.

STUDENT BULLYING (JFC-R)

NONDISCRIMINATION POLICY

NONDISCRIMINATION The Portsmouth City School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age,

marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business. Adopted: June 24, 2002 Revised: February 6, 2014 Revised: April 19, 2018 Revised: December 10, 2020 Revised: October 14, 2021

Legal Refs.: 20 U.S.C. §§ 1681-1688. 29 U.S.C. § 794. 42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1. 34 C.F.R. 106.9. Constitution of Virginia, article I, section 11. The Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 22.1-23.3, 22.1-295.2. Cross Refs.: GB Equal Employment Opportunity/Nondiscrimination GBA/JFHA Prohibition Against Harassment and Retaliation JB Equal Educational Opportunities/Nondiscrimination

BULLYING/HARASSMENT

Prohibited bullying behaviors include, but are not limited to the following:

2. harassment, intimidation, abuse, and/or comments of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity and/or a physical characteristic.

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. § 22.1-279.6 of the Code of Virginia is amended and reenacted as follows: Each school board shall include in its code of student conduct, by July 1, 2014, policies and procedures that include a prohibition against bullying. Such policies and procedures shall (i) be consistent with the standards for school board policies on bullying and the use of electronic means for purposes of bullying developed by the Board pursuant to subsection A and (ii) *direct the principal to notify the parent of any student involved in an alleged incident of bullying of the status of any investigation within 24 hours of the allegation of bullying.*

STUDENT RECORDS (JO)

The parent/legal guardian of any student enrolled in Portsmouth Public School Division may authorize the release of their student's data/records to any individual or Agency upon completion and execution of the Consent for Release of Student Data/Records form accompanying this policy. This form may be used by Community Policy and Management Teams, and the Departments of Health, Social Services, Juvenile Justice, and Behavioral Health and Development Services.

Adopted: February 6, 2014 Revised: September 24, 2015 Legal Ref.: The Code of Virginia, 1950, as amended, §22.1-79.3.

STUDENT SEXUAL HARASSMENT (JFHA/GBA)

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when

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

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

- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

TOBACCO FREE SCHOOL FOR STAFF/STUDENTS (JFCH-R/GBEC-R)

Smoking, chewing, or using any other tobacco products by staff, students, and visitors is prohibited on school property. For purposes of this policy, the following definitions are applicable:

1. "School property" means:
 - a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance, or storage.
 - b. Any indoor facility or portion of such facility owned or leased or contracted for and used for the provision of regular or routine health care, day care, or early childhood development (Head Start) services.
 - c. All vehicles used by the division for transporting students, staff, visitors, or other persons.
2. "Tobacco" includes cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking, or both. "Tobacco" includes cloves or any other product packaged for smoking.
3. "Smoking" means the carrying or holding of any lighted pipe, cigar, or cigarette of any kind, or any other

lighted smoking equipment, or the lighting, inhaling, or exhaling of smoke from a pipe, cigar, or cigarette of any kind.

This policy shall be published in student and employee handbooks, posted on bulletin boards, and announced in meetings. Each principal shall post signs stating "No Smoking," or containing the international "No Smoking" symbol, consisting of a pictorial representation of a burning cigarette enclosed in a red circle with a bar across it, clearly and conspicuously in every school cafeteria and other dining facility in the school. Staff and students found to be in violation of this policy shall be subject to appropriate disciplinary action. Electronic Cigarettes Students are prohibited from possessing electronic cigarettes on school buses, on school premises, and at school-sponsored activities.

HEALTH SERVICES INFORMATION



Health/Medical Policies for Portsmouth Public Schools

Portsmouth Public Schools Fever Policy: According to Medical Orders for Portsmouth Public Schools, students with fevers 100 degrees or greater are to **be fever free for at least 24 hours (without using any type of fever reducing medicine, that is Tylenol, Advil, Ibuprofen, Aleve, etc)** before returning to school. In addition, a student should stay home **for at least 24 hours after** symptoms, such as sore throat, vomiting, diarrhea or severe congestion, are completely resolved and the child is well enough to return to school.

Medication Administration: Medications are given in the school by the nurse, principal, and medical designees trained by the school nurse to give medication in the nurse's absence. A **Request for Medication Administration Form** must be completed and signed by the student's doctor/dentist and parent/guardian. The completed form and the medication, which must be in the original container with the pharmacy label intact, including over-the-counter medications that are prescribed by the doctor/dentist, in a new unopened container. All medications should be given to the school nurse or principal's medical designee by the parent/guardian of the student. **Medications cannot be transported by students.**

Tdap Immunization: All 7th grade students are required to have a tetanus, diphtheria and pertussis (Tdap) booster shot prior to the beginning of the school year. **Hepatitis A vaccine (HAV):** Two properly spaced doses. The first dose shall be administered at age 12 months or older. **Meningococcal conjugate vaccine (MenACWY):** Two properly spaced doses. The first dose shall be administered prior to entry to the 7th grade. The second dose shall be administered prior to the entry to the 12th grade and/or between the ages of 16 and 18 years old. Shots may be obtained from your private doctor, local military clinics, or Portsmouth Health Department (free) at 383-8585. **Be sure that you take a copy of your child's immunization record with you.** Regardless of where your child receives their shot, documentation must be taken to their school nurse as soon as possible to ensure that they may begin classes in the first day of school.

Current Physical for Kindergarten (information for Pre-K student): Every Pre-K and Kindergarten student will need a **current physical examination** before he/she can be admitted to class. The physical must include the date of assessment within a calendar year of the first day of school for the year they attend Pre-K and Kindergarten. This requirement is in accordance with Code of Virginia, Sections 22.1-270. **The Code does not extend a grace period for complying with this requirement.** Therefore, any student who does not have a physical examination form in compliance with the law **will not be allowed to attend school until** their parent can present one to the school nurse.

The student who attended Pre-K the previous year before attending Kindergarten, may also need additional immunizations in order to meet State requirements for entrance into Kindergarten. **If shots are needed,** your school nurse will send you a letter at the end of their Pre-K year indicating which ones are required before they can attend kindergarten. Once you have the completed physical and/or documented proof of the shots we show are needed, take them to your school nurse. Without this documentation, the Kindergarten student **will not** be able to attend school.

Field Trip Medications: If your child receives medication at school and goes on a one-day field trip during school hours, the school nurse will be sending a single dose of your child's medication on the field trip. If your child uses a multi-dose inhaler at school, the one you have provided will be sent on the field trip. The teacher or instructional assistant, who has received training from the school nurse, will carry the medication

and administer it to your child, if needed, while they are on the field trip. **The only medication that can be given at field trips are ones for which a permission form, signed by the doctor and parent, is on file with the school nurse.**

Medications for Before/After School Activities/Events: In regard to emergency medications a student may need available for before/after school activities, it is extremely important parents/guardians notify the individual in charge of the activity/event about the need. Examples of emergency medications include Epi-pens, Insulin, Glucagon and Asthma inhalers. **Before/After regular schools hours, the clinic is closed and a nurse is not available.** Please note that a student may carry emergency medications when the proper procedure is followed: contact your school nurse or student's primary care physician for the form that will need to be completed by the doctor or dentist. It is the parent/guardian's responsibility to **develop a plan** with the individual in charge of the before/after school activity/event so a safe environment may be maintained.

Head Lice: In compliance with the positions of the American Academy of Pediatrics, the American School Health Association, the National Association of School Nurses and the National Guidelines Clearinghouse, Portsmouth Public Schools will practice the following to control Pediculosis (adult lice and nits) infestation among students and staff:

Any student or staff who have live head lice OR viable nits close to the scalp visualized by the school nurse or other trained designee, will be referred for treatment at the end of the school day. Prompt treatment at home will be advised, including removal of live lice and viable nits. **Immediate removal of the person from school is unnecessary.** If the person has lice, he or she has probably been infested for weeks and prompt removal of the person could lead to embarrassment and ridicule. Following treatment, the person will be rechecked before returning to the classroom. If no live lice are found, the student may be readmitted to the classroom with a note from the school nurse. If live lice are found, the student must return home for further treatment. If nits are found on the hair shaft greater than ½" from the scalp, they are no longer alive and should be picked/combed out with a nit comb but they will not develop into live lice. If ANY nits are found, either at the time of initial or return assessment, the person will be rechecked in one week or at the discretion of the school Nurse or Health Services Supervisor after the individualized assessment of the person. The parent/guardian will be advised to continue to remove the nits. Persons with nits will be monitored and NOT be referred for further treatment at this time.

The student will be placed on a screening schedule if nits are found: 3 times a week for two weeks, 2 times a week for one week and once a week after that at the discretion of the School Nurse or Health Services Supervisor. Siblings, who are felt to be in close contact with a person with live lice will be inspected for infestation and referred appropriately. If there is/are sibling/s in another school, the original nurse will notify the school nurse of that school to inspect the sibling/s for a possible infestation.

Persons outside the immediate situation will not be informed or involved, such as other parents, staff members, bus drivers/assistants or cafeteria staff. This is to prevent embarrassment and protect privacy and confidentiality.

The School Nurse or Health Services Supervisor retain the authorization to, at her discretion, exclude a student with repeated infestations of live lice/nits or with a current active infestation for which there is an apparent lack of adequate follow through by the parents/guardians. If you have any questions in regards to any of these policies, feel free to contact the school nurse in your child's school or the Health Services Supervisor for Portsmouth Public Schools, Samantha Womack, BSN, RN, CC/NRP at 757-393-8661.

NOTICE OF SCHEDULED SCREENINGS

To Parents/Guardians:

School-based screening programs are provided for the early detection of unrecognized health problems. Through early intervention and/or treatment of any identified problems(s), potential disability and negative impact on school performance can be limited. The school nurses provide health assessments (screenings) in the areas of height, weight, vision, hearing and blood pressure at grades specified by the school district and in keeping with State mandates. Any problems found during the screening will be communicated to the student's parents/guardians in writing and sent home with the student. All results are confidential and are maintained in the student's scholastic record.

During this school year, students in your child's class will be screened based on the schedule below according to their grade level:

Kindergarten: Snellen vision (far vision), hearing

Grade Three: Snellen vision, hearing.

Grade Seven: Snellen vision, hearing.

Grade Ten: Snellen vision, hearing.

If you have any questions or concerns related to the above health screenings, you should contact the school nurse assigned to your child's school or the Office of Health Services at 393-8661.

Revised 4/24/17

Screenings

Written Notice of Scheduled Screenings Portsmouth Public Schools

To Parents/Guardians:

In accordance with state mandates (Code of Virginia), Portsmouth Public Schools will conduct routine screenings within 60 business days of the student's initial enrollment in the division relative to the following areas and designated grade levels:

- Speech, Language, Voice – Grade K
- Gross and Fine Motor – Grade K
- Vision and Hearing – Grades K, 3, 7, 10

Screenings from other school districts or agencies may be recognized if appropriate documentation is provided.

The screening measures or instruments employed include nondiscriminatory observational and performance techniques. Parents/guardians will be notified in writing of children who fail any of the above screenings. All results are confidential and are maintained in the student's scholastic record.

If you have any specific questions or concerns related to screenings, you should contact the school nurse or speech/language pathologist assigned to your child's school.

PORTSMOUTH PUBLIC SCHOOLS

SCOLIOSIS FACT SHEET

What is scoliosis?

Everyone's spine has natural curves. These curves round our shoulders and make our lower back curve slightly inward. But some people have spines that also curve from side to side. Unlike poor posture, these curves cannot be corrected simply by learning to stand up straight.

This condition of side-to-side spinal curves is called scoliosis. On an X-ray, the spine of an individual with scoliosis looks more like an "S" or a "C" than a straight line. Some of the bones in a scoliotic spine also may have rotated slightly, making the person's waist or shoulders appear uneven.

Who gets scoliosis?

Scoliosis affects a small percentage of the population, approximately 2%. However, scoliosis runs in families. If someone in a family has scoliosis, the likelihood of an incidence is much higher—approximately 20%.

In children, the vast majority of scoliosis is "idiopathic", meaning its cause is unknown. It usually develops in middle or late childhood, before puberty, and is seen more often in girls than boys. Most scoliosis is found in otherwise healthy youngsters.

The importance of early detection—tips for parents

Idiopathic scoliosis can go unnoticed in a child because it is rarely painful in the formative years. Therefore, parents should watch for the following "tip-offs" to scoliosis beginning when their child is about 8 years old:

*Uneven shoulders

*Elevated Hips

*Uneven waist

*Prominent shoulder blade or shoulder blades

*Leaning to one side

If any of these signs are observed, an appointment should be made with the child's family doctor, pediatrician, or orthopedic doctor for a comprehensive physical exam and possibly spinal x-rays.

Treatment

In planning treatment for each child, the doctor will carefully consider a variety of factors, including the history of scoliosis in the family, the age at which the curve began, the curve's location and severity of the curve.

Most spine curves in children with scoliosis will remain small and need only to be watched by a doctor for any sign of progression. If a curve does progress, an orthopedic brace can be used to prevent it from getting worse. Children undergoing treatment with orthopedic braces can continue to participate in the full range of physical and social activities.

If a scoliosis curve is severe when it is first seen, or if treatment with a brace does not control the curve, surgery may be necessary. In these cases, surgery has been found to be a highly effective and safe treatment.

Summary

Scoliosis is a common problem that usually requires only observation with repeated examination in the growing years. Early detection is important to make sure the curve does not progress. In the relatively small number of cases that need medical intervention, advances in modern orthopedic techniques have made scoliosis a highly manageable condition.

Reference: American Academy of Orthopedic Surgeons Online Service Patient Education Brochure: Scoliosis

HEALTH SERVICES AND REQUIREMENTS (JHC)

The Portsmouth City School Board may employ school nurses, physicians, physical therapists, occupational therapists and speech therapists who meet such standards as may be determined by the Board of Education. Subject to the approval of the local appropriating body, a local health department may provide personnel for health services for the school division. With the exception of school administrative personnel and employees who have the specific duty to deliver health-related services, no licensed instructional employee, instructional aide, or clerical employee shall be disciplined, placed on probation, or dismissed on the basis of such employee's refusal to (1) perform nonemergency health-related services for students or (2) obtain training in the administration of insulin and glucagon. However, instructional aides and clerical employees may not refuse to dispense oral medications. For the purposes of this policy, "health-related services" means those activities which, when performed in a health care facility, must be delivered by or under the supervision of a licensed or certified professional.

Adopted: December 19, 1996 Revised: September 22, 2011 Revised: September 27, 2012 Legal Ref.: The Code of Virginia, 1950, as amended, § 22.1-274. Cross Refs.: EBBA First Aid/CPR Certified Personnel GCPD Professional Staff Discipline GCPF Suspension of Staff Members JHCA Physical Examinations of Students JHCB Student Immunizations JHCC Communicable Diseases JHCCA Blood Borne Contagious or Infectious Diseases JHCD Administering Medicines to Students

HEALTH SCREENINGS AND ASSESSMENTS OF STUDENTS (JHCG)

Through early intervention and treatment of health conditions, potential disabilities and negative educational impact may be reduced or avoided. A school-based screening program for the early detection of certain unrecognized health problems shall be operated as required by state and federal laws and regulations. Health screenings or assessments of students shall be administered by school health personnel and shall occur at grade levels designated by the school division. Screenings and assessments may include such areas as height, weight, vision, hearing, blood pressure. Nondiscriminatory observational and performance measures and instruments shall be employed in the screenings and assessments. Irregularities noted during the screenings shall be communicated to the student's parent(s) or guardian. Individual student screening results shall be maintained as confidential records and shall be available for review only by the student's parent(s) or guardian and such other individuals as may be permitted by law.

Adopted: March 20, 2003 Ref.: Code of Virginia, 1950, section 22.1-273 "No Child Left Behind Act of 2001" 20 U.S.C. sec. 6301, et seq.

MEDICATIONS AT SCHOOL (JHCD)

Medications Prescribed for Individual Students Employees of Portsmouth City School Board may give medication prescribed for individual students only pursuant to the written order of a physician, physician assistant, or nurse practitioner and with written permission from the student's parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student. Nonprescription Medications Employees of Portsmouth City School Board may give nonprescription medication to students only with the written permission of the parent or guardian/ physician. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student. Self-Administration of Medication Self-administration of any medication with the exception of asthma medication and auto-injectable epinephrine, as discussed below, is prohibited for students in grades kindergarten through eight. Students in grades nine through twelve may be allowed to possess and self-administer non-prescription medicine when the following conditions are met:

- Written prescription for self-administration of specific non-prescription medication is on file with the

school.

- The non-prescription medication is in the original container and appropriately labeled with the manufacturer's directions.
- The student's name is affixed to the container.
- The student possesses only the amount of non-prescription medicine needed for one school day/activity.

Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited. Permission to self-administer non-prescription medication may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct. Self-Administration of Asthma Medications and Auto-Injectable Epinephrine Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions are met:

- Written consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, is on file with the school.
- Written notice from the student's health care provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan is prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which are jointly issued by the Virginia Department of Education and the Virginia Department of Health.
- Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents. Epinephrine Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, any school nurse, School Board employee, employee of a local appropriating body or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine may possess epinephrine and administer it to any student believed to be having an anaphylactic reaction. The Division Superintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.

Adopted: September 15, 2005 Revised: December 15, 2011 Revised: September 27, 2012 Revised: February 6, 2014

Legal Ref.: The Code of Virginia, as amended, §§ 22.1-78, 22.1-274.2, 54.1-2952.2, 54.1-2957.02, 54.1-3408. Cross Ref.:
EBBA First Aid/CPR Certified Personnel JFC-R Standards of Student Conduct JHCE Recommendation of Medication by
School Personnel JO Student Records

What Are Eating Disorders?

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

Eating disorders affect both males and females of all ages. Weight is NOT the only indicator of an eating disorder, as people of all sizes may be suffering.

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

Key things to look for around food:

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

Key things to look for around activity:

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

Physical Risk Factors:

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

Other Risk Factors:

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

If Your Child Shows Signs of a Possible Eating Disorder:

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

Additional resources can be found at Virginia Department of Education:

http://www.doe.virginia.gov/support/health_medical/index.shtml under the section titled, Eating Disorder

How to Communicate with Your Child

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

Media and Directory Information Opt-Out Form

Throughout the school year, there will be opportunities for children to be interviewed or photographed during school hours and on school property for future use on division materials, websites or social media channels; in television or print media; or in other productions or outlets. If you do not want your child to be featured in photos, videos, or other digital media, please fill out the form below and return it to your child's school.

Additionally, in accordance with state code, Portsmouth Public Schools (PPS) may release students' "directory information" without previous parent consent. This includes information such as name, grade level, participation in activities, photo, address, telephone number, and others (you can refer to the Notice of Directory Information in School Board Policy JO for a complete listing of what is considered directory information). Names, addresses, and telephone numbers of students in grades 9-12 will normally be released upon request to military recruiters and institutions of higher education, unless parents/guardians specifically opt-out of the release of this information below. Again, only submit this form if you **do not want** your child's information provided.

Please be advised that even if you opt-out of the release of your student's directory information there may be certain instances where the division will be legally compelled to release this information, such as, to law enforcement officials or when the release of your student's directory information is otherwise specifically authorized by law.

OPT OUT FORM

Please return this completed form to your child's school prior to Sept. 30. If you do not return this form or it otherwise does not appear in your student's record, Portsmouth Public Schools is authorized to release your student's directory information and/or feature your child in public channels without prior written consent.

I wish to opt-out of the release of my student's directory information and photos to the following:

☐ Do NOT use my child's photograph, image or name in any media, outside organization or school division print material, website or social media channels

☐ Do NOT put my child's photograph or name in the school yearbook.

☐ Do NOT release directory information to any third –party requests (if this is selected, you do not need to select any others below)

☐ Do NOT release directory information to Military Recruiters

☐ Do NOT release directory information to institutions of higher learning

☐ Do NOT release directory information to prospective employers

Note: This form does not apply to photographs, videos or information shared during public events, even if they occur on school property (such as football games, graduation ceremonies, etc.).

Child's Full Name _____ School _____ Grade _____

Parent/Guardian Full Name (printed) _____ Contact Phone Number _____

Parent/Guardian Signature _____ Date _____

2023 - 2024 PBIS Coaches

| <i>Directory</i> ELEMENTARY SCHOOLS | | |
|--------------------------------------------|-------------------------|-------------------------------|
| Brighton ES | Eileen Darland | eileen.darland@portsk12.com |
| Churchland Academy | Susan Khakee-Smith | susan.smith@portsk12.com |
| Churchland ES | Valerie Johnson | valerie.johnson@portsk12.com |
| Churchland Primary and Intermediate | Nettie Hobson | nettie.hobson@portsk12.com |
| Cradock ES | Lenora Coley | lenora.coley@portsk12.com |
| Douglass Park ES | Justin Mitchell | justin.mitchell@portsk12.com |
| Hodges Manor ES | Ciara Larrimore | ciara.larrimore@portsk12.com |
| Lakeview ES | Dr. Gregory Crawford | gregory.crawford@portsk12.com |
| Park View ES | Dwayne Artis | dwayne.artis@portsk12.com |
| Simonsdale ES | Katie Moss | katie.moss@portsk12.com |
| Victory ES | Rachel Soriano | Rachel.soriano@portsk12.com |
| Waterview ES | Stephanie Jackson-Heard | stephanie.heard@portsk12.com |
| Westhaven ES | Brenda Mitchell | brenda.mitchell@portsk12.com |
| MIDDLE SCHOOLS | | |
| Churchland MS | Wanda Hathaway | wanda.hathaway@portsk12.com |
| Cradock MS | Edrika Oliver | edrika.oliver@portsk12.com |
| W. E. Waters MS | Jamaica Jackson | jamaica.jackson@portsk12.com |
| New Directions Center | Marissa Parker | marissa.parker@portsk12.com |
| HIGH SCHOOLS | | |
| Churchland HS | Thelma Gray | thelma.gray@portsk12.com |
| I. C. Norcom HS | Bryan McNeal | bryan.mcneal@portsk12.com |
| Manor HS | Donna South | donna.south@portsk12.com |

Elementary School Matrices

| Churchland Elementary School | |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PAWSitively Supports Virtual Learning | |
| P Prepare (for Success) | <ul style="list-style-type: none"> Have all materials ready Charge devices Have PPS Login information Move to a quiet learning location Be on time Prepare your body and mind for learning |
| A Act (Responsibility) | <ul style="list-style-type: none"> Complete and turn in all assignments on time Contact your teacher for help or with questions Work together with peers Mute your microphone when others are talking |
| W Work (for Respect) | <ul style="list-style-type: none"> Respect others' opinions Use kind words and manners Use text etiquette (ALL CAPS is seen as yelling or disrespect) Talk through differences with others |
| S Show Self-control | <ul style="list-style-type: none"> Follow instructions given by faculty and staff Raise your hand or use 'raise hand' then wait for your turn to speak Stay muted until you are asked to answer/ask a question Stay in one location during instruction Use the chat/discussion board appropriately |

| Park View ELEMENTARY SCHOOL | | | | | |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We are... | S Self-Control | M Mindset | A Achievement | R Respect | T Technology |
| Safe | <ul style="list-style-type: none"> Protect your password by not sharing it with others Protect your class link by not sharing it with others | <ul style="list-style-type: none"> Participate in only class meetings organized by your teacher | <ul style="list-style-type: none"> Submit your work in the manner prescribed by your teacher to maintain your privacy | <ul style="list-style-type: none"> Follow procedures for online safety | <ul style="list-style-type: none"> Obtain permission before you log on Use your own PPS Google login Verify anything visible on video is something that can be seen by others |
| Respectful | <ul style="list-style-type: none"> Leave the person on camera to yourself unless your teacher indicates otherwise | <ul style="list-style-type: none"> Use correct spelling and grammar in the chat box to ask questions and share ideas | <ul style="list-style-type: none"> Stand or give a thumbs up to show you understand | <ul style="list-style-type: none"> Wear clothes that would be appropriate for school Raise your hand if you want to talk and your teacher will call on you | <ul style="list-style-type: none"> Log in on time Mute your microphone unless you are talking Place your video if you have to step away from your computer |
| Responsible | <ul style="list-style-type: none"> Participate in class meetings only if you are invited Follow school rules for using computers | <ul style="list-style-type: none"> Have your materials beside you before the meeting begins Have paper and pencil with you in | <ul style="list-style-type: none"> Ask questions about what you are learning Ask your teacher for one-on-one help if you do not understand | <ul style="list-style-type: none"> Stay focused during class Be kind and respectful to others | <ul style="list-style-type: none"> Enable your microphone (audio and video) Use headphones if you have them Pick a quiet |

| Brighton Expectations | All Areas | Cafeteria | Hallway | Bathroom | Arrival/Dismissal Bus |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be Respectful | <ul style="list-style-type: none"> Be kind, thoughtful, and helpful | <ul style="list-style-type: none"> Voice level 0, 1, or 2 Listen to and follow all adult monitors instructions Say please and thank you to cafeteria staff | <ul style="list-style-type: none"> Voice level 0 Respect other work/enjoy with your eyes Use appropriate school language | <ul style="list-style-type: none"> Voice level 0, 1 Only one person in the stall at a time Wait your turn/give other privacy | <ul style="list-style-type: none"> Voice 0, 1, or 2 Follow all bus rules Respect the space of others Obeys adults on duty and safety patrols Follow crossing guard instructions |
| Expect students to be responsible | <ul style="list-style-type: none"> Control and accept consequences for behavior Be prepared for instructions with all necessary materials Cellphones are powered off and stowed the entire school day | <ul style="list-style-type: none"> Walk directly to your designated area Keep food and belongings to yourself Clean up your trash and table after eating | <ul style="list-style-type: none"> Take the most direct route to and from your destination Keep hallways litter free | <ul style="list-style-type: none"> Use, flush, wash hands, dry, return to class Toilet paper flushed Dispose used paper towels in the trash can Report restroom problems to an adult | <ul style="list-style-type: none"> Keep to your own business Report directly to dismissal area/bus |
| Excellence in learning | <ul style="list-style-type: none"> Complete all assignments Stay engaged and on task | <ul style="list-style-type: none"> Remain seated unless given permission by the monitor Eat only your food | <ul style="list-style-type: none"> Observe the learning of others | <ul style="list-style-type: none"> Conserve toilet tissue and paper towels One pump of soap Two turns on paper towel wheel | <ul style="list-style-type: none"> Follow school wide expectations |
| Safety First | <ul style="list-style-type: none"> Keep hand, feet, and objects to your self Walk in a single, straight, and silent line Walk to the right of the hallway | <ul style="list-style-type: none"> Walk in a single, straight, and silent line Keep hand, feet, and objects to your self Remain in the cafeteria Line up when signaled by the teacher | <ul style="list-style-type: none"> Keep hand, feet, and objects to your self Walk in a single, straight, and silent line | <ul style="list-style-type: none"> Keep your feet on the floor and hands to yourself | <ul style="list-style-type: none"> Walk directly to designated area Stay in designated area/seat Keep hand, feet, and objects to yourself |


| Hodges Manor Elementary School Behavioral Expectations Matrix | | | | | |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Behavioral Expectations (Rules) | Hallways | Cafeteria | Playground | Bathroom | All Settings |
| 1. Respectful | <ul style="list-style-type: none"> Walk in a single, straight & silent line Keep hand & feet to self | <ul style="list-style-type: none"> Talk quietly to those beside you Keep hands & feet to self Eat your own food | <ul style="list-style-type: none"> Hands & feet to self Communicate with others in a kind, polite voice Follow PG rules | <ul style="list-style-type: none"> Honoring privacy Keep hands and feet to self Use quiet voices | <ul style="list-style-type: none"> Respond politely to directions when given |
| 2. Responsible | <ul style="list-style-type: none"> Pick up trash | <ul style="list-style-type: none"> Pick up trash & place in cans Keep area clean Stay in seat | <ul style="list-style-type: none"> Stay in assigned area Manage equipment | <ul style="list-style-type: none"> Remember to flush Wash your hands Throw paper towel in trash | <ul style="list-style-type: none"> Practice self-control Monitor your own behavior |
| 3. Ready to Learn | <ul style="list-style-type: none"> Have needed materials ready | <ul style="list-style-type: none"> Leave cafeteria on time Walk in a single, straight & silent line | <ul style="list-style-type: none"> Watch for teacher signals Walk in a single, straight & silent line | <ul style="list-style-type: none"> Don't waste time Return to your assigned area | <ul style="list-style-type: none"> Have necessary materials Keep eyes/ears focused on faculty/staff |

| <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> AT DOUGLASS PARK ELEMENTARY "COZY BEARS ROAR TO BE ALL IN!" </div> </div> | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|
| SET OF EXPECTATIONS | Arrival/ Dismissal | Bus | Cafeteria | Playground | Hallway | Restroom | Male Office |
| R Roar Safely | Walk on the correct side of the hallway Wear mask and remain six feet apart | Remain seated Wear mask | Eat your own food Report spills Wear mask and remain six feet apart | Report any major incidents to an adult Wear mask and remain six feet apart | Walk in a single, straight, and silent line Wear mask and remain six feet apart | Report spills and accidents to an adult Wear mask | Go where directed Wear mask |
| O Offer Your Best | Speak and smile using kind words | Use inside voices | Work together to keep a clean space | Play nicely Be a friend | Give your neighbor space in line | Wait your turn | Be honest with your words |
| A Act Responsibly | Be prepared at home and in school Be ready to learn | Check for siblings and be aware of surroundings Keep area clean Check in with parent/ guardian Remember personal items | Remember your personal items | Ask permission to leave the play ground Remember personal items | Walk with a purpose to your destination Keep area clean | Go, flush, wash your hands, leave | Follow all directions given the first time |
| R Respect Everyone | Keep hands, feet, and objects to yourself | Use kind words Keep hands, feet, and objects to yourself | Use quiet voices and kind words Keep hands, feet, and objects to yourself | Treat equipment with care Keep hands, feet, and objects to yourself | Stay in your personal space Keep hands, feet, and objects to yourself | Give privacy Use quiet and kind words | Use kind words Keep hands, feet, and objects to yourself |

| Churchland Academy Elementary School Behavioral Expectations Matrix | | | | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------|
| Behavioral Expectations (Rules) | Hallways | Cafeteria | Playground | Assemblies | All Settings |
| 1. Respectful | Walk in a single, straight & silent line Keep hand & feet to self | Talk quietly to those beside you Keep hands & feet to self Eat your own food | Hands & feet to self Communicate with others in a kind, polite voice Follow PG rules | Enter single, straight, silent Hands & feet to self Listen quietly | Respond politely to directions when given |
| 2. Responsible | Pick up trash | Pick up trash & place in cans Keep area clean Stay in seat | Stay in assigned area Manage equipment | Sit on bottoms with feet criss-crossed | Practice self-control Monitor your own behavior |
| 3. Ready to Learn | Have needed materials ready | Leave cafeteria on time Walk in a single, straight & silent line | Watch for teacher signals When leaving PG walk in a single, straight & silent line | Watch for teacher signals Keep eyes & ears on speaker | Have necessary materials Keep eyes/ears focused on faculty/staff |

| <div style="text-align: center;"> John Tyler ELEMENTARY SCHOOL </div> REMOTE LEARNING RULES AND EXPECTATIONS | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expectations | Entering Digital Classroom | Pre-recorded Video Instruction | Teacher Lead Instruction (Whole Group) | Small Group Instruction | One to One Instruction |
| Respect | <ul style="list-style-type: none"> Video turned on at all times Microphone muted Greet classmates & use manners | <ul style="list-style-type: none"> Listen to the teacher during the lesson Open only tabs needed | <ul style="list-style-type: none"> Talk and chat should remain on topic Listen to the teacher's instruction Keep video on at all times | <ul style="list-style-type: none"> Respect other opinions and viewpoints Wait your turn to speak Listen to instruction Keep video on at all times | <ul style="list-style-type: none"> Listen to the teacher during the lesson Wait your turn to speak Keep video on at all times |
| Ownership | <ul style="list-style-type: none"> Try your best! Chaos appropriately Make sure your environment is quiet at all times | <ul style="list-style-type: none"> Set up and face the technology screen Be engaged in the learning Take notes on content | <ul style="list-style-type: none"> Keep conversations on topic Listen when others are speaking Mute microphone | <ul style="list-style-type: none"> Have materials ready Follow your RDARS Stay on task | <ul style="list-style-type: none"> Have materials ready Follow your RDARS Stay on task |
| Attitude | <ul style="list-style-type: none"> Be respectful of your teacher and classmates Use Positive words Show a cheerful expression | <ul style="list-style-type: none"> Be positive about learning Show enthusiasm Be actively involved in the learning | <ul style="list-style-type: none"> Use kind words and faces Be ready to learn Show encouragement | <ul style="list-style-type: none"> Encourage others Keep a positive attitude Use kind words | <ul style="list-style-type: none"> Keep it positive Show you want to learn Be encouraged |
| Responsibility | <ul style="list-style-type: none"> Be on time and ready to learn Start class with chromebook/computer charged and/or plugged in Have materials ready | <ul style="list-style-type: none"> Make sure you are not being distracted Make sure assignments are completed | <ul style="list-style-type: none"> Use the chat to ask questions related to the lesson Actively participate in the lesson or discussion Take notes | <ul style="list-style-type: none"> Stay on task Complete all work Listen carefully to instructions or task | <ul style="list-style-type: none"> Stay on task Complete all work Listen carefully to instructions or task |
| Safety | <ul style="list-style-type: none"> Choose a distraction free space Use equipment as intended Avoid eating or drinking during class time | <ul style="list-style-type: none"> Use computer appropriately Keep food and liquids away from your computer Place your chromebook on a steady platform | <ul style="list-style-type: none"> Use computer appropriately Only use materials when directed by the teacher Only show school related objects on the screen | <ul style="list-style-type: none"> Use computer appropriately Only use materials when directed by the teacher Only show school related objects on the screen | <ul style="list-style-type: none"> Use computer appropriately Only use materials when directed by the teacher Only show school related objects on the screen |


| Learning Styles | Visual Learning | Teacher-led Whole - Group Instruction | One-on-One Instruction | Small-Group Activities (Breakout Rooms) | Parent |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RESPECTFUL | <ul style="list-style-type: none"> Follow your class rules Be kind Use virtual tools to communicate (chat, video, etc.) | <ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Use virtual tools to communicate (chat, video, etc.) | <ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Use virtual tools to communicate (chat, video, etc.) | <ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Use virtual tools to communicate (chat, video, etc.) | <ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Use virtual tools to communicate (chat, video, etc.) |
| RESPONSIBLE | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind |
| READY | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind | <ul style="list-style-type: none"> Be on time Follow classroom rules Be kind |

|  Victory Elementary School VIRTUAL SCHOOL-WIDE BEHAVIOR EXPECTATIONS | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Entering Class | Instructional Time (Whole Group, Small Group, One-On-One) | Independent Assignments | Technology Device |
| S afety First | <ul style="list-style-type: none"> Protect your login information by never sharing it with anyone else | <ul style="list-style-type: none"> Ensure you are the only one visible in your learning space Make sure personal devices are set aside (i.e. phones, iPads) Remain respectful of your classmates by not taking photos/ videotaping any part of the class | <ul style="list-style-type: none"> Protect your assignments by not sharing with others | <ul style="list-style-type: none"> Handle your device in a safe space at home to protect it from damage Use the device only for school purposes Keep food and drinks away from device |
| O rganization | <ul style="list-style-type: none"> Ensure school device is charged Bring all needed supplies | <ul style="list-style-type: none"> Ensure you only have supplies out that your teacher has requested | <ul style="list-style-type: none"> Ensure you are completing the correct assignment for the correct date | <ul style="list-style-type: none"> Ensure your device is charged and you have a working charging cable |
| A ccept Responsibility | <ul style="list-style-type: none"> Participate in class meetings only if you have been invited Choose a distraction-free space Arrive on time | <ul style="list-style-type: none"> Practice active listening Ask questions if you have them (voice, or chat) Use the chat only as instructed Encourage others to participate | <ul style="list-style-type: none"> Turn in assignments for each class Complete assignments independently | <ul style="list-style-type: none"> Communicate with your teacher if you are having issues with your device |
| R espect | <ul style="list-style-type: none"> Limit the person on camera to yourself Mute yourself upon entry into class Ensure your video is on so that your teacher can see you | <ul style="list-style-type: none"> Be present and avoid multitasking Mute yourself unless you are talking Pause your video if you have to step away from your computer Utilize reaction tools to be recognized by the teacher | <ul style="list-style-type: none"> Use school appropriate language in your assignments THINK before you post something (Is it True, is it helpful, is it Inspiring, is it Necessary, is it Kind?) | <ul style="list-style-type: none"> Treat your device as if it were your own property |

| | Hallways | Restroom | Cafeteria | Playground | Bus |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S afety | <ul style="list-style-type: none"> Walk in a 3S Line Eyes forward, hands at sides Maintain personal space Use walking feet | <ul style="list-style-type: none"> Enter quietly Go, flush wash, dry, leave quickly and quietly | <ul style="list-style-type: none"> Remain seated until dismissed Keep hands and feet to self Report spills Eat your own food | <ul style="list-style-type: none"> Use equipment appropriately Avoid rough play Keep hands and feet to self Stay in assigned area Watch for teacher signals | <ul style="list-style-type: none"> Remain seated-backs and bottoms on seats Talk quietly Keep items in book bags Keep hands and feet to self |
| O wnership | <ul style="list-style-type: none"> Pick up trash Have a hall pass visible at all times | <ul style="list-style-type: none"> Flush before leaving Turn off water Dispose of trash Report problems to teacher | <ul style="list-style-type: none"> Pick up trash and dispose of it properly Keep area clean | <ul style="list-style-type: none"> Take care of playground equipment Monitor own behavior Pick up after yourself | <ul style="list-style-type: none"> Take care of bus seats Pick up trash Check for personal items before leaving |
| A ttitude | <ul style="list-style-type: none"> Be considerate Be thoughtful Move with purpose | <ul style="list-style-type: none"> Wait your turn | <ul style="list-style-type: none"> Say positive things | <ul style="list-style-type: none"> Be considerate Share equipment | <ul style="list-style-type: none"> Communicate appropriately with others Be considerate |
| R espect | <ul style="list-style-type: none"> Yield to adults Show concern for others | <ul style="list-style-type: none"> Allow privacy of others | <ul style="list-style-type: none"> Talk quietly to the person next to you Maintain personal space | <ul style="list-style-type: none"> Communicate appropriately with others | <ul style="list-style-type: none"> Listen to driver Maintain personal space |

Simonsdale Elementary School PRIDE Expectations with Distance Learning

| Location Expectations | Bathrooms | Buses | School Wide | Hallway | Distance Learning Technology |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Positive | Encourage others to follow rules | Use kind words Greet the bus driver Encourage others to follow rules | Speak positively to others Compliment and encourage each other to do well and follow rules | Encourage others to follow the rules Make the right choices | Speak positively to others via chat and Google Classroom posts Use technology to encourage others |
| Respectful | Keep hands, feet and eyes to yourself Wait your turn quietly Keep walls, floors and stalls clean Leave belongings outside | Follow driver directions the first time given Keep supplies in back-pack Use an inside voice | Keep hands, feet and objects to yourself Follow all staff directions the first time given | Give silent waves Walk on the right side in a 3-S line Listen and follow directions the first time | Taking turns and honoring one voice at a time Follow staff directions the first time given. Maintain dress code during Zoom sessions. Keep muted unless you have a question or answer |
| In Control | Report any problems No playing, climbing or crawling in bathrooms Return quickly to class | Stay in your seat at all times Keep hands, feet, and objects to yourself and out of the aisles | Move safely throughout the building Walk at all times Be where I am supposed to be | Walk at all times Walk in a 3-S line | Stay focused during the lesson and remove distractions such as toys, television, music Remain on classroom screen during lesson |
| Dependable | Flush Toilets Use 1 pump of soap, 1 paper towel or hand dryers if no paper towels Leave bathroom clean | Get on the bus Get off the bus Go straight home | Keep desk and area neat and clean Raise hand to speak | Carry a pass if not with your class Return to class promptly Stand in second square from wall | Log in on time at the scheduled class time Have materials ready and close by during class time Handle computer and charger with care |
| Show Excellence | Keep bathroom graffiti free Use bathroom quickly and return to class | Make bus ride enjoyable for all | Treat others how you want to be treated Follow all school procedures | Keep hands, bodies off wall and projects Let an adult know if you damaged projects, bulletin boards & art projects | Help others who are having difficulty using the technology Report any problems to the teacher immediately Use Zoom for school work only |
| Teacher Expectations | Monitor class, how many students enter Assign student monitors, check off bathroom lists in/out Use sign in/out sheets | Reinforce expectations | Monitor students –Remind students Use signs and signals Enforce rules for all students, not just your class | Monitor students Use signals and signs Assign student monitors Recognize good behavior | Teach and reinforce expectations for distance learning and technology use Monitor students during the lessons |

| | Classroom/ Gym | Hallways | Restroom | Cafeteria | Stairwells | Bus |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|  Eagle | | | | | | |
| S afely Soaring | *hands, feet, and objects to yourself * keep areas neat and clean *follow directions | *walk and remain on the 3 rd tile *hands, feet, and objects to yourself * keep the halls clean and clear | *keep hands and feet to yourself *report needed issues * display appropriate behavior | *use quiet voice level *remain seated unless directed otherwise * walk to assigned lunch line | *take one step at a time *hold on to the railing *walk *keep hands, feet and objects to yourself. | *stay in seat facing forward * use a quiet voice * listen to the driver |
| W ork together Respectfully | * raise your hand to speak * be courteous to others * be a positive part of the community | *quiet in the hallways * respond positively to all staff members | *use facilities and materials appropriately * give others privacy * keep walls and stalls clear of graffiti (writing) | *use good manners *eat your own food *be kind to cafeteria workers | *use quiet feet *maintain Zero noise *stay one behind the other in line | *engage in positive conversation *keep hands, feet, and objects to yourself *speak and respond appropriately to driver |
| A ccept Responsibility | *complete all assignments *be prepared/ have all supplies *own your actions and words | * have a hall pass * travel to appropriate destinations in a timely manner * travel directly to your destination | * keep area clean * use restroom in an orderly and timely fashion * practice good hygiene (wash your hands) | * clean up area * remember to bring your lunch or money * understand/respect your health needs and the needs of others | *travel safely to your destination * keep stairwell clean and clear * walk directly to your destination | * know your bus # and listen for bus changes * walk quickly, quietly and directly to the bus * report directly home after leaving school |
| G uided by my teacher | Teachers will: *implement incentive program *model expectations for behavior *give feedback regularly | Teachers will: *monitor students *instruct students to walk in single straight line and silent on 3 rd tile (upstairs) | Teachers will: *stand outside and monitor *assign bathroom monitors *make sure all objects are left in classrooms | Teachers will: *assign students to wash tables *monitor students noise levels *come in & leave, in an orderly fashion | Teachers will: *monitor students *assign a responsible student as hall monitor *instruct students to walk single, straight, and silent | Bus driver will: *assign a responsible student to be bus monitor *cooperate in incentive program |

Churchland Primary and Intermediate School

PBIS Expectations Matrix




4RS: Be Respectful, Be Responsible, Be Ready, Reach for Excellence!

| | Classroom | Cafeteria | Bathrooms | Hallways | Bus | School Grounds |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Be Respectful | -Follow Directions -Raise Your Hand -Use appropriate language and voice level -Use appropriate tone -Keep your hands and feet to yourself | -Follow Directions -Listen to adults -Use good table manners -Keep food in cafeteria -Wait in line for your turn | -Respect privacy of others -Throw trash in the trash can | -SINGLE- Stay behind the person in front of you -STRAIGHT- Walk 3 spaces away from the wall -SILENT-0 noise level -Observe personal bubble space | -Follow directions -Wait in line -Listen to the bus driver -Use appropriate language and voice level -Keep your hands and feet to yourself | -Follow adult directions -Use appropriate language -Obey fire drill procedures |
| Be Responsible | -Be an active listener -Participate actively | -Stay in designated area -Clean up your eating area | -Do your business and leave -Flush the toilet -Wash hands -Report problems, vandalism | -Have a hall pass if by yourself -Go straight to destination | -Stay seated while the bus is moving -Keep your body and belongings inside the bus | -Dispose of trash appropriately -Use equipment correctly |
| Be Ready | -Have all needed supplies -Ready to learn | -Have lunch number and money ready -Finish your lunch before your time is over | -Leave bathroom immediately after washing hands | -Wear appropriate shoes at all times | -Enter and Exit in an orderly fashion -Keep all of your belongings together and don't leave them on the bus | -Wear appropriate shoes |

Reach for Excellence!


Middle School Matrices

|  CRADOCK MIDDLE SCHOOL Anchored in Excellence, SAILING towards Achievement | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Classroom | Virtual/All Areas | Hallway | Restroom | Cafeteria |
| S <i>Strive for Excellence</i> | Be prompt. Be an active participant in class activities. Come to class with all of your materials. Follow classroom directions at all times. | Stay engaged and on task. Be aware and attentive. Keep your mobile device disconnected . | Move purposefully and expeditiously. Always have a signed pass. Wear clothing that meets the dress code. | Move in and out in a timely manner. Return to class as quickly as possible (2 to 3 minutes). Abide by the 10/10 rule. Always have a pass. | Transition to and from the cafeteria in an orderly manner. Remain in your assigned area. Use appropriate language. |
| A <i>Accept Responsibility</i> | Turn all assignments in on time. Work cooperatively with peers and teachers. Keep your area clean and organized. Bring needed materials to class. | Control and accept consequences for behavior. Be prepared for instructions with all necessary materials. Power off and store cellphones for the entire school day. Wash your hands for 20 sec. They know if you are sick. | Transition to classes quickly & quietly. | Remember to flush. Put waste items in trash can. Wash your hands. | Clean up your spills and messes. Clean your area before you leave. Ask permission to leave your seat. Dispose of your tray properly. You may only go through the line once to pick up necessary items. |
| I <i>Behave Well at All Times</i> | Respect boundaries. Handle all items appropriately. Use kind words to handle conflict. | Keep 6 feet apart from your peers. Keep hands, feet, and objects to yourself. Walk to the right of the hallway. Report to an adult if you are feeling sick. | Be aware of surroundings. Respect boundaries. Be mindful of personal space. Give appropriate space to people with disabilities. Keep hands, feet and other belongings to yourself. | Dispose of waste items properly (trash can). Keep the floors and walls clean and dry. Report any major accidents to an adult. | Report major spills to an adult. Respect boundaries. Enter and exit through the correct doors. |
| L <i>Learn Well at All Times</i> | Be an active listener. Use appropriate language. Respect others' property. Avoid confrontation. Ask to borrow material. Wash hands to be acknowledged. | Be kind, thoughtful, and helpful. Use appropriate language. Avoid confrontation. Respect chat room communication. | Stay to the right in the hallways. Respect boundaries. Use manners. Use appropriate language. | Treat school property with care. Respect others' property and boundaries. Use appropriate language. Avoid confrontation. | Follow directions by all adults. Use appropriate language. Be courteous: say "Thank you, Please, Excuse me, etc." Avoid confrontation. |

| POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS) William E. Waters Middle School Virtual Learning Expectation Matrix | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Engage/Listen (Classroom/Class) | Engage/Listen (Classroom/Class) | Engage/Listen (Classroom/Class) | Engage/Listen (Classroom/Class) | Engage/Listen (Classroom/Class) |
| CLASSROOM (Classroom/Class) | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. |
| CLASSROOM (Classroom/Class) | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. | Engage in class. Have your microphone "on" at all times. Listen to everyone with a smile or kind word. |
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Students should refrain from leaving class during instruction unless there is an emergency.

"Cavaliers, Conquering Academic Success!"

|  Churchland Middle School Virtual Learning Expectations GOING my CPS for Success! | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Virtual Classroom (Zoom) | Online Learning Platforms (Schoology, Nearpod, Achieve 360, E-mail, etc.) | Technology |
| Give Respect | Keep your mobile device on when directed by the teacher. Wash clothes appropriately for school. Be on time and ready to be called on to speak. Listen attentively. Use positive and appropriate language. Use screen features as directed by the teacher (mute, chat, etc.). | Turn assignments in on time. Use positive and appropriate language. Refrain from sharing personal or sensitive information. Follow all direct cues given by the teacher. | Treat your device with care. Handle your mobile and other devices properly in the classroom. Use positive and appropriate language. |
| Practice Responsibilities | Follow schedule, be on time, work in class until dismissed. Be prepared with materials ready and homework completed. Offer meaningful contributions and participate. Identify background noise and other distractions. Identify yourself with your first and last name. | Complete your own classwork and homework assignments. Turn all work in on time. Ask for help when needed. Check Schoology daily. | Inform parent and teacher when your device is not working properly. Refrain from leaving your school-issued device. Keep your device charged. Be positive when technology does not work and have a backup plan. Report manual or inappropriate activity on your device. |
| Safety First | Keep videos on when possible and focused on you. Position yourself in a safe, quiet learning area. Refrain from taking screenshots/videos and posting to social media. | Refrain from sharing class codes and log-ins. Only visit school-approved learning platforms. | Only visit school-approved websites. Keep your device in a safe space to avoid damage. Protect your personally and classroom info. |
| Give Respect | Practice Responsibilities | | |
| | Safety First | | |


High School Matrices

| Churchland High School | | | | | |
|-------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Positive Behavioral Interventions and Supports (PBIS) | | | | | |
| "Doing things the Trucker WAY" | | | | | |
| District Coordinator: Dr. Sanderlin | | | | | |
| | | Locations | | | |
| | | Hallways | Cafeteria | Bus Ramp | Classroom |
| Expectations | Working together cooperatively | Throw trash away in a receptacle Have a hall pass when required | Treat others with kindness and respect. Clean up after yourself | Be kind and respectful Walk to the bus without socializing | Treat others with kindness and respect Be positive and respectful Allow others the opportunity to learn |
| | Accepting Responsibility | Move promptly to class Keep your cell phone off and put your ear buds away Use appropriate language and voice level | Respect school property Use appropriate language and voice level Use recycle bin Maintain cell phone volume to yourself | Move quickly to bus Use appropriate language and voice level | Follow school dress code Attend class regularly, have materials, and be on time Use appropriate language and voice level Have class materials and be ready to begin Accept feedback and redirection from staff the first time |
| | Yes! I can succeed | Dedicate yourself to being on time | Throw all trash away in a receptacle Remain seated and at your table | Arrive to bus before departure Abide by all bus protocols | Keep trying even when it is difficult. Seek help when needed Set goals and strive to reach them |









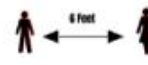

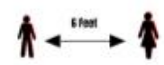







| I. C. NORCOM PBIS BEHAVIOR MATRIX | | | | | | | |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| | Assembly Area Expectations | Cafeteria Expectations | Classroom Expectations | Gym Area Expectations | Hallways & Transition Expectations | Library Area Expectations | Main, Attendance, & Guidance Office Expectations |
| S afety First | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. | Listen to instructions the first time. Follow directions from staff. Use appropriate voice level. |
| W ork Together Respectfully | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. |
| A ccept Responsibility | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. | Use appropriate voice level. Follow directions from staff. Use appropriate voice level. |
| G uide me | Follow directions from staff. Use appropriate voice level. Follow directions from staff. | Follow directions from staff. Use appropriate voice level. Follow directions from staff. | Follow directions from staff. Use appropriate voice level. Follow directions from staff. | Follow directions from staff. Use appropriate voice level. Follow directions from staff. | Follow directions from staff. Use appropriate voice level. Follow directions from staff. | Follow directions from staff. Use appropriate voice level. Follow directions from staff. | Follow directions from staff. Use appropriate voice level. Follow directions from staff. |

| PRESIDENTIAL PRIDE Making Woodrow Wilson "G.R.E.A.T.er" | | | | | |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expectations | | Classroom | Hallway | Cafeteria | Restroom |
| | G et the job done | <ul style="list-style-type: none"> Arrived on time daily Be on time daily Be prepared with materials Be prepared to leave Have your trash bag | <ul style="list-style-type: none"> Arrived on time daily Be on time daily Be prepared with materials Be prepared to leave Have your trash bag | <ul style="list-style-type: none"> Arrived on time daily Be on time daily Be prepared with materials Be prepared to leave Have your trash bag | <ul style="list-style-type: none"> Arrived on time daily Be on time daily Be prepared with materials Be prepared to leave Have your trash bag |
| | R espect self and others | <ul style="list-style-type: none"> Use appropriate language Keep your hands to yourself Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Use appropriate language Keep your hands to yourself Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Use appropriate language Keep your hands to yourself Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Use appropriate language Keep your hands to yourself Follow directions from staff Follow dress code |
| | E ngage daily | <ul style="list-style-type: none"> Engage in appropriate activities Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Engage in appropriate activities Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Engage in appropriate activities Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Engage in appropriate activities Use appropriate language Follow directions from staff Follow dress code |
| | A ct responsibly | <ul style="list-style-type: none"> Follow directions from staff Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Follow directions from staff Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Follow directions from staff Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Follow directions from staff Use appropriate language Follow directions from staff Follow dress code |
| T ravel effectively | <ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow dress code | <ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow dress code | |

Virtual School Matrix

|  I. C. Norcom Greyhounds Uphold Greatness With Virtual Learning | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Greyhound Expectations: | Preparation and Participation Are you prepared and ready to learn? | Discipline Are you following online procedures and expectations? | Integrity Are you staying true to yourself? | Effort Are you being your best you? |
| Safety | <ul style="list-style-type: none"> Follow school rules for using your computer. | <ul style="list-style-type: none"> Secure password and class links. Use Chromebook for school use only. | <ul style="list-style-type: none"> Only visit authorized sites. | <ul style="list-style-type: none"> Always think before posting (Is it true, is it necessary, is it kind?) |
| Work Respectfully | <ul style="list-style-type: none"> Log in on time. Mute microphone, turn on video. Work in a quiet area. | <ul style="list-style-type: none"> Pause/Stop video if you have to step away from your computer. Raise your hand to speak or put your questions in the chat box. | <ul style="list-style-type: none"> Maintain a positive attitude. Use school appropriate language. Keep comments on topic. | <ul style="list-style-type: none"> Offer assistance to classmates if needed. Make an effort to be supportive and encourage others. |
| Act Responsibly | <ul style="list-style-type: none"> Attend all virtual sessions <u>dressed</u>, <u>school</u> appropriate at all times. Ensure your device is charged and ready for use. | <ul style="list-style-type: none"> Log in using your PPS login. Silence your cell phone during instructional time. | <ul style="list-style-type: none"> Report all inappropriate activity to your teacher. | <ul style="list-style-type: none"> Contact your teacher if you need assistance. Check your own work. Submit thoughtful and neat work. |
| Graduate to the next level | <ul style="list-style-type: none"> Begin each virtual session with a positive attitude. Stay engaged in each lesson. | <ul style="list-style-type: none"> Discipline yourself to be ready for your future. | <ul style="list-style-type: none"> Do your own on work unless instructed to work collaboratively | <ul style="list-style-type: none"> Always persevere and try your best. Complete and submit all assignments on time. |

Summer School Elementary Matrix

| SCHOOL-WIDE PBIS MATRIX | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School-Wide Expectations | CLASSROOM | HALLWAY | RESTROOM | CAFETERIA | BUS |
| READY  Self-Awareness & Self-Management | <ul style="list-style-type: none"> Be prepared with supplies Have your iPad charged Be alert and listen to your teacher  | <ul style="list-style-type: none"> Stay in your class line Always listen & pay attention to the teacher Zero Noise Zone (Catch a Bubble)  | <ul style="list-style-type: none"> Privacy Matters Let your teacher KNOW when you have to GO  | <ul style="list-style-type: none"> Clean hands Bring your lunch or wait patiently to be served  | <ul style="list-style-type: none"> Be on-time at the bus stop Learn your bus number  |
| RESPONSIBLE  Responsible Decision-Making | <ul style="list-style-type: none"> Wear Your Mask Stay 3 to 6-Foot apart Tell a teacher if something is wrong  | <ul style="list-style-type: none"> Wear Your Mask No playing in the halls Stay 3 to 6 feet apart  | <ul style="list-style-type: none"> Throw trash in the trash can Always flush Wash Your Hands for 20 seconds with soapy water  | <ul style="list-style-type: none"> Sit 3 to 6 feet apart Stay in your seat & pull up your mask after you eat  | <ul style="list-style-type: none"> Stay seated in your seat while the bus is moving Wear Your Mask Keeps hands, feet, and objects to yourself  |
| RESPECTFUL  Social-Awareness & Relationship Skills | <ul style="list-style-type: none"> Keep your hands, feet, and other objects to yourself Raise your hand to speak or leave your seat Be Kind and use kind words  | <ul style="list-style-type: none"> Single, Straight, & Silent The 3 S's Follow directions  | <ul style="list-style-type: none"> Wait your turn patiently Be mindful of others waiting Use It & Move It  | <ul style="list-style-type: none"> Say PLEASE and THANK YOU Throw your trash away  | <ul style="list-style-type: none"> Follow Bus Expectations Greet the bus driver and follow their directions Be a Buddy not a Bully  |



Handbook produced by the Office of Youth-Risk Prevention

Dr. Rosalynn L. Sanderlin, Coordinator

The Honorable Members of the School Board

The Reverend Cardell C. Patillo, Chairman

Ms. LaKeesha S. “Klu” Atkinson, Vice-Chair

Dr. Melvin Cotton, Jr.

Dr. Ingrid P. Whitaker

Mrs. Yolanda E. Thomas

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Mrs. Irene S. Boone

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Division Superintendent

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Mr. Theodore Faulk

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Chief Schools Officer

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Chief Human Resources Officer

Lauren Nolasco

Chief Communications Officer

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Chief Technology Officer

Dr. Jerry Simmons

Chief Operations Officer

