School Hours

<table>
<thead>
<tr>
<th>School Type</th>
<th>Start Time</th>
<th>Dismissal</th>
<th>Early Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>7:20 a.m.</td>
<td>2:05 p.m.</td>
<td>11:20 a.m.</td>
</tr>
<tr>
<td>BHS, GHS, THS, YHS</td>
<td>7:20 a.m.</td>
<td>2:05 p.m.</td>
<td>11:20 a.m.</td>
</tr>
<tr>
<td>YRA</td>
<td>8:25 a.m.</td>
<td>3:10 p.m.</td>
<td>12:25 p.m.</td>
</tr>
<tr>
<td>Middle School</td>
<td>8:00 a.m.</td>
<td>2:45 p.m.</td>
<td>12:00 p.m.</td>
</tr>
<tr>
<td>QLMS, TMS</td>
<td>8:00 a.m.</td>
<td>2:45 p.m.</td>
<td>12:00 p.m.</td>
</tr>
<tr>
<td>GMS, YMS</td>
<td>8:05 a.m.</td>
<td>2:50 p.m.</td>
<td>12:05 p.m.</td>
</tr>
<tr>
<td>Elementary School</td>
<td>8:40 a.m.</td>
<td>3:20 p.m.</td>
<td>12:45 p.m.</td>
</tr>
<tr>
<td>BMES, MES, MVES, TES</td>
<td>8:40 a.m.</td>
<td>3:20 p.m.</td>
<td>12:45 p.m.</td>
</tr>
<tr>
<td>CES, DES, GBES, SES, WMES, YES</td>
<td>8:55 a.m.</td>
<td>3:35 p.m.</td>
<td>1:00 p.m.</td>
</tr>
</tbody>
</table>

2021-22 Student Calendar
School Year: August 30, 2021 - June 10, 2022

Key Dates

Schools & Offices Closed

- 7/5/2021 – Independence Day Holiday
- 9/6/2021 – Labor Day
- 11/24/2021 - 11/26/2021 – Thanksgiving Break
- 12/20/2021 - 12/31/2021 – Winter Break
- 1/17/2022 – Martin Luther King Jr. Day
- 2/21/2022 – Presidents’ Day
- 5/30/2022 – Memorial Day

Early Release Days

- 10/1/2021
- 11/1/2021
- 1/27/2022 – 1/28/2022
- 3/11/2022
- 4/1/2022
- 5/13/2022
- 6/9/2022 - 6/10/2022

Student Holidays / Teacher Work Days

- 9/3/2021
- 11/1/2021
- 1/31/2022

Quarter Begins

- 8/30/2021
- 11/3/2021
- 2/1/2022
- 4/11/2022

Interim Reports

- 10/7/2021
- 12/9/2021
- 3/10/2022
- 5/19/2022

Report Cards

- 11/4/2021
- 2/10/2022
- 4/14/2022
- 6/16/2022

Note: Graduation dates, times and location to be determined
Welcome

Dear Parents/Guardians and Students:

Welcome to the 2021-22 school year!

The York County School Division strives to engage our students in mastering the skills and knowledge needed to make productive contributions in the world. We believe that students, parents/guardians, and staff can collaborate in a safe and productive school environment that offers rigorous educational opportunities. The Student Handbook and Conduct Code provides information and policies that will support our partnership with you.

In addition to calendars, school hours and directory information, the Student Handbook and Conduct Code provides brief descriptions of the program offerings that are available in the division as well as information on division policies. If you would like additional information on programs or policies, ask your school office staff or visit our website at www.yorkcountyschools.org.

A significant portion of the Student Handbook and Conduct Code is dedicated to the division’s conduct code. Please review this section with your child so that he or she is aware of the division’s expectations for student behavior.

Additionally, in the back of the Student Handbook and Conduct Code are forms that must be completed and signed by all parents/guardians and students. Please complete these forms by the dates indicated on each form.

I wish you and your child a successful and memorable school year. Thank you for your continued support of York County schools!

Sincerely,

Victor D. Shandor, Ed.D.
Division Superintendent

Hours of Operation

<table>
<thead>
<tr>
<th>School</th>
<th>Beginning</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Manor, Magruder, Mt. Vernon and Tabb Elementary</td>
<td>8:40 a.m.</td>
<td>3:20 p.m.</td>
</tr>
<tr>
<td>Coventry, Dare, Grafton Bethel, Seaford, Waller Mill and Yorktown Elementary</td>
<td>8:55 a.m.</td>
<td>3:35 p.m.</td>
</tr>
<tr>
<td>Queens Lake and Tabb Middle</td>
<td>8 a.m.</td>
<td>2:45 p.m.</td>
</tr>
<tr>
<td>Grafton and Yorktown Middle</td>
<td>8:05 a.m.</td>
<td>2:50 p.m.</td>
</tr>
<tr>
<td>Bruton, Grafton, Tabb and York High</td>
<td>7:20 a.m.</td>
<td>2:05 p.m.</td>
</tr>
<tr>
<td>York River Academy</td>
<td>8:25 a.m.</td>
<td>3:10 p.m.</td>
</tr>
</tbody>
</table>

Early Dismissal Schedule

Dismissal Times for
October 1, November 11, January 27-28,
March 11, April 1, May 13, June 9-10

<table>
<thead>
<tr>
<th>School</th>
<th>Early Dismissal Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Manor, Magruder, Mt. Vernon and Tabb Elementary</td>
<td>12:45 p.m.</td>
</tr>
<tr>
<td>Coventry, Dare, Grafton Bethel, Seaford, Waller Mill and Yorktown Elementary</td>
<td>1 p.m.</td>
</tr>
<tr>
<td>Queens Lake and Tabb Middle</td>
<td>12 p.m.</td>
</tr>
<tr>
<td>Grafton and Yorktown Middle</td>
<td>12:05 p.m.</td>
</tr>
<tr>
<td>Bruton, Grafton, Tabb and York High</td>
<td>11:20 a.m.</td>
</tr>
<tr>
<td>York River Academy</td>
<td>12:25 p.m.</td>
</tr>
</tbody>
</table>

Office Hours

<table>
<thead>
<tr>
<th>Office</th>
<th>Open</th>
<th>Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>8 a.m.</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>7:30 a.m.</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>High Schools</td>
<td>7 a.m.</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>School Board Office</td>
<td>8 a.m.</td>
<td>5 p.m.</td>
</tr>
</tbody>
</table>
THIS PAGE INTENTIONALLY LEFT BLANK
# TABLE OF CONTENTS

Welcome............................................................................................................................................. i

Hours of Operation ........................................................................................................................................... i
  School Hours........................................................................................................................................... i
  Office Hours........................................................................................................................................... i

Early Dismissal Schedule................................................................................................................................. i

Student Handbook........................................................................................................................................ 1
  Alternative Programs........................................................................................................................................ 1

Attendance ................................................................................................................................................ 1
  Excused Absences........................................................................................................................................ 1
  Exceptional Circumstances............................................................................................................................. 1
  Make-up Work............................................................................................................................................. 1
  Unexcused Absences.................................................................................................................................... 1
  Compulsory Attendance Law......................................................................................................................... 2
  Effects of Absence on High School Credits............................................................................................... 2

Awards and Recognitions............................................................................................................................... 3

Bicycles ......................................................................................................................................................... 3

Child Abuse............................................................................................................................................... 3

Child Find.................................................................................................................................................. 3

Children’s Internet Protection Act (CIPA)....................................................................................................... 4
  Counseling Services ..................................................................................................................................... 4
  Academic Counseling ................................................................................................................................. 4
  Career Counseling ..................................................................................................................................... 4
  Personal/Social Counseling .......................................................................................................................... 4

Custodial Documents...................................................................................................................................... 5

Discrimination, Harassment and Sexual Misconduct (Title IX) Policies ..................................................... 5

Documents of General Interest Available at Schools/Online....................................................................... 5

English Learners (ELs) Program....................................................................................................................... 5

Enrollment Requirements .............................................................................................................................. 5

Family Educational Rights and Privacy Act (FERPA)...................................................................................... 7

Family Life Education................................................................................................................................... 8
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>8</td>
</tr>
<tr>
<td>Fire Lanes</td>
<td>8</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>9</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>9</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>9</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>9</td>
</tr>
<tr>
<td>High Schools</td>
<td>9</td>
</tr>
<tr>
<td>Photographs and Related Items</td>
<td>9</td>
</tr>
<tr>
<td>Publications</td>
<td>9</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>9</td>
</tr>
<tr>
<td>Grading</td>
<td>10</td>
</tr>
<tr>
<td>Grounds and Facilities, Use of</td>
<td>12</td>
</tr>
<tr>
<td>Health Services</td>
<td>12</td>
</tr>
<tr>
<td>Notice of Student Screening</td>
<td>13</td>
</tr>
<tr>
<td>Illnesses/Accidents</td>
<td>13</td>
</tr>
<tr>
<td>Medication</td>
<td>13</td>
</tr>
<tr>
<td>Concussion Guidelines</td>
<td>13</td>
</tr>
<tr>
<td>Physical Education Excuses</td>
<td>14</td>
</tr>
<tr>
<td>Epinephrine Guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Seizure Management Guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Homebound Instruction</td>
<td>14</td>
</tr>
<tr>
<td>Homeless Children &amp; Youth</td>
<td>14</td>
</tr>
<tr>
<td>Homework Policy</td>
<td>14</td>
</tr>
<tr>
<td>Guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Suggested Time Standards</td>
<td>15</td>
</tr>
<tr>
<td>Honor Roll</td>
<td>15</td>
</tr>
<tr>
<td>Elementary and Middle School</td>
<td>15</td>
</tr>
<tr>
<td>High School</td>
<td>15</td>
</tr>
<tr>
<td>Hotline Number</td>
<td>15</td>
</tr>
<tr>
<td>Insurance</td>
<td>16</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>16</td>
</tr>
<tr>
<td>Interscholastic Athletics</td>
<td>16</td>
</tr>
<tr>
<td>Library Media Center</td>
<td>16</td>
</tr>
</tbody>
</table>
Lost and Found ......................................................................................................................... 16
Lunches .................................................................................................................................. 16
Minute of Silence ..................................................................................................................... 16
Network Services/Internet Acceptable Use Policy (AUP) .............................................................. 17
  Children’s Online Privacy Protection Act Notice (COPPA) ...................................................... 17
  Division Student Guidelines .................................................................................................... 17
  Division Staff Responsibilities ................................................................................................. 18
  User Privileges ....................................................................................................................... 18
  User Responsibilities ............................................................................................................... 19
Non-Custodial Parents’ Rights ..................................................................................................... 20
Nondiscrimination ...................................................................................................................... 20
Non-Instructional Materials, Distribution of .............................................................................. 20
Notification of Rights under the Protection of Pupil Rights Amendment (PPRA) ...................... 20
Out-of-Zone Attendance ............................................................................................................ 21
Parent/Guardian Resources ....................................................................................................... 21
Plagiarism .................................................................................................................................. 21
Pledge of Allegiance & Patriotic Songs ...................................................................................... 21
Portable Communication & Privately-Owned Electronic Devices ................................................ 21
  Bring Your Own Technology (BYOT) ...................................................................................... 22
  General Rules ............................................................................................................................ 22
  Privately-Owned Electronic Device Security Risks ................................................................ 22
Private Transportation ................................................................................................................ 23
Promotion Policy ......................................................................................................................... 23
Records ..................................................................................................................................... 23
Release of Students ................................................................................................................... 27
School Closings or Delays ......................................................................................................... 27
School Safety & Emergency Preparedness .................................................................................. 28
Drills ......................................................................................................................................... 28
  Parent Information .................................................................................................................... 28
  Emergency Notification ............................................................................................................. 28
Forms .................................................................................................................. 93
Animal Dissection ................................................................................................. 93
Family Life Education ........................................................................................... 93
Release of Information ......................................................................................... 93
  Directory Information ...................................................................................... 93
  Military Recruiters ......................................................................................... 93
  Media/Websites/Division Publications ............................................................. 93
Student/Parent Technology Usage Form .............................................................. 94
Student Handbook & Code of Conduct Family Acknowledgement Form .............. 96
Release of Student Directory Information to Military Recruiters ......................... 98
Family Life Education Removal Request, Grades K-10 ........................................ 100
Student/Parent Technology Usage Form .............................................................. 102
Student Handbook

**Alternative Programs**

**REFERENCE: SCHOOL BOARD POLICIES IGBG, IGBGA AND IGBH**

The York County School Division (YCSD) utilizes several alternative programs. A student may be assigned to an alternative program subject to the approval or recommendation of the division superintendent.

At the secondary level, a student may have the opportunity to participate in Virtual High School, the Learning Center, in classes at Enterprise Academy, or alternative offerings through the adult education program. Students completing graduation requirements at Enterprise Academy receive their high school diploma through YCSD.

**Attendance**

**REFERENCE: SCHOOL BOARD POLICIES JE A, JEC, JED AND IUY**

Regular attendance has a significant impact on a student’s academic success. Attendance patterns are formed early in life, so attendance should be a priority for parents starting in kindergarten. Students who develop good attendance habits are more successful in school. YCSD wants all students to be successful so the expectation is that students attend school every day.

To comply with the **CODE OF VIRGINIA § 22.1-254**, any child who will have reached the 5th birthday on or before September 30th of any school year and who has not passed the 18th birthday is expected to attend school every day and be on time.

**EXCUSED ABSENCES**

Parents/guardians are requested to call the school if their child is going to be absent. **Parents/guardians are responsible for providing the school with a note (within 72 hours) indicating the reason(s) for the absence.** Legitimate reasons for absences are illness (including mental health, behavioral health, and substance abuse illnesses), death in the family, funeral, legal obligations, suspensions, religious observances, military obligations, injury, medical procedures, doctor or dental appointments (not possible to be scheduled on non-school time), an active duty military parent that has been called to duty for, on leave from, or has immediately returned from deployment as defined in the Interstate Compact on Educational Opportunity for Military Children and/or exceptional circumstances as determined by the building principal.

**EXCEPTIONAL CIRCUMSTANCES**

Parents/guardians should discuss with the building principal any absence, which the parent/guardian believes constitutes exceptional circumstances. In such event, the building principal shall make the final decision whether the absence is excused or unexcused.

**MAKE-UP WORK**

When requesting make-up work, parents/guardians should give teachers 24 hours’ notice to have the child’s assignments prepared for take homework. At least one (1) day will be allowed for make-up work for every day of excused absence. Failure on part of the student to complete make-up work on time will result in the student receiving a lowered grade on the assignment. Students are not allowed to make up any daily work or quizzes missed during unexcused absences or unexcused tardies. Students may be given credit for extended assignments with a due date that occurs during an unexcused absence. Extended assignments include, but are not limited to, research papers, essays, book reports, projects, tests and quarterly assessments. To comply with the **CODE OF VIRGINIA § 22.1-254**, the school will attempt to telephone a student’s home to verify absences. Parents/guardians are encouraged to notify the school when a student is absent or tardy.

**UNEXCUSED ABSENCES**

Any absence from school that is not documented by parent/guardian or doctor’s note is considered unexcused. Any absence not defined under the before mentioned excused absence section is considered an unexcused absence. If a student accrues more than ten (10) absences, which is considered excessive, and does not provide a doctor’s note or specific documentation from the institution requiring the student to miss school, the absence is considered an unexcused absence (**exceptions to this regulation can be determined by the building principal upon collaboration with the school division’s attendance officer**).
If a student accumulates excessive (ten (10) or more) absences, a physician’s note may be required. At least one (1) day will be allowed for make-up work for every day of excused absence. If a student is absent due to the observance of a religious holiday, the absence will be recorded as excused on the student’s attendance record. That student cannot be deprived of any award or eligibility or opportunity to compete for any award or of the right to take an alternate test or examination, for any time missed due to the observance of a religious holiday.

Evidence of a court appearance or a medical appointment should be presented to the principal for administrative review upon the student’s return to school.

**Compulsory Attendance Law**

To comply with the [Code of Virginia § 22.1-258](http://www.vgic.virginia.gov/vacode/22.1-258), having more than five (5) unexcused absences could result in a complaint being filed with the York County Juvenile and Domestic Relations Court. Court action could result in suspension of the driver’s license of any minor who has had ten (10) or more unexcused absences from public school on consecutive school days ([Code of Virginia § 46.2-334.001](http://www.vgic.virginia.gov/vacode/46.2-334.001)).

In accordance with state regulations, fifteen (15) days of consecutive absences will result in withdrawal of the student from the attendance roll.

Parents/guardians will receive written notification from the school when a student has accumulated five (5) unexcused and ten (10) total absences. An accumulation of five (5) unexcused absences will result in a referral to the school division’s attendance officer, and, if an additional unexcused absence occurs, the attendance office and parents/guardians will be required to participate in the development of a plan to improve the student’s attendance. Continued unexcused absences may result in a referral of the parent/guardian to court.

Parents/guardians should discuss with the school principal any absence, which the parent/guardian believe constitutes exceptional circumstances. In such event, the principal shall make the final decision as to whether the absence is excused or unexcused.

**Tardiness to School** – Students are expected to be in their first class on time. If tardy, students should bring a note from a parent or guardian indicating the reason for the tardiness, sign in and secure a tardy slip from the attendance office. The determination of whether the tardy is excused or unexcused will be determined by school administration.

**Early Dismissal** – Students should bring a note from a parent or guardian indicating the reason for the early dismissal, sign out in the office, and sign back in when they return. Parents/guardians should report to the school office to sign a student out of school during regular school hours.

**Effects of Absence on High School Credits**

**Block Classes**

- Absences that exceed eight (8) days from one class are considered excessive.
- When absences in a class reach five (5) days (or two (2) days in a half-credit class), the school will mail notification to the parent or guardian.
- When absences in a class reach eight (8) days (or four (4) days in a half-credit class), a second notification will be mailed to the parent or guardian.
- Make-up work for absences in excess of eight (8) days will be permitted only if extenuating circumstances are documented. The following are considered to be extenuating circumstances:
  1. Prearranged absences approved by the principal.
  2. Natural disaster affecting home (e.g., fire, flood).
  3. Recent death in immediate family.
  4. Serious illness or illness in immediate family as documented by a physician’s note.

**The inability to make up work based on excessive absences may result in a failing grade and denial of high school credit.**

**SINGLE PERIOD (NON-BLOCK) CLASSES**

- Absences that exceed fifteen (15) days from one class are considered excessive.
- When absences in a class reach ten (10) days (or four (4) days in a semester class), the school will mail notification to the parent or guardian.
- When absences in a class reach fifteen (15) days (or seven (7) days in a semester class), a second notification will be mailed to the parent or guardian.
- Make-up work for absences in excess of fifteen (15) days will be permitted only if extenuating circumstances are documented. The following are considered to be extenuating circumstances:
  1. Prearranged absences approved the principal.
2. Natural disaster affecting home (e.g., fire, flood).
3. Recent death in immediate family.
4. Serious illness or illness in immediate family as documented by a physician’s note.

- The inability to make up work based on excessive absences may result in a failing grade and denial of high school credit.

Awards and Recognitions
All elementary students have the opportunity to gain recognition during the school year by achievement in classroom, grade-level, school, county, local, state, and national activities. Announcements about activities, programs, and competitions are made throughout the school year. Students are recognized at award assemblies in each school. The Presidential Award for Educational Excellence is given to grade five (5) students who are being promoted to middle school. The criteria for receiving this award includes a G.P.A. of 3.5 and a total achievement score at the 85th percentile or higher on a standardized achievement test.

At the secondary level, outstanding student achievement is encouraged and recognized by an award system in each school and in the division. Performance of high quality in academics, the visual and performing arts, career/technical areas, citizenship (or leadership), and athletics is recognized through certificates, medals, trophies, letters, pins, diploma seals, and/or similar awards. Announcements, assemblies, or banquets are conducted to note special student achievement.

Scholarships are actively sought for graduating seniors who plan post-secondary education. Programs, activities and competitions are specified and announced in each school. The following list includes examples of awards and recognitions:
- Academic Challenge
- Mathematics Competitions
- Great Computer Challenge
- Scholarship Competitions
- National Honor Society
- Odyssey of the Mind
- Career/Technical Ed Competitions
- Athletics
- Art Contests
- Forensics
- Science Fairs
- Governor’s School
- Debate
- One-Act Plays
- Boys State/Girls State

Bicycles
The York County School Board permits, but does not advocate, the riding of bicycles to school by students. The riding of bicycles is permitted at Bethel Manor Elementary, Coventry Elementary, Mt. Vernon Elementary, Grafton Middle, Queens Lake Middle, Tabb Middle, and Grafton High, and only if parents/guardians have provided written permission to the principals of these schools.

Child Abuse
The law protects children up to 18 years of age from extreme mistreatment at home. It requires that “...any teacher or other person employed in a public or private school...” report cases of suspected child abuse and neglect. School employees must report the suspected case of child abuse to Child Protective Services. Social workers then investigate the matter. If Social Services finds that parents/guardians are not adequately caring for their children, they provide assistance to try to correct the situation. It is important for students and parents/guardians to know this process because the main purpose of the law is to prevent the abuse and neglect of children rather than to punish anyone. Students should report what they believe to be cases of abuse or neglect to a counselor, teacher or principal.

Child Find
**REFERENCE: 8 VAC 20-81-50**
Child Find is a component of the Individuals with Disabilities Education Act (IDEA). YCSD implements ongoing and continuous strategies to identify, locate, and evaluate children residing or parentally placed in private schools (including those that are home-schooled or home-tutored) within its jurisdiction who are ages two (2) through twenty-one (21) and are in need of early intervention or special education and related services. YCSD provides evaluations for children who are suspected of having a disability. Contact the administrator at your student’s school for information regarding referrals for special education.
Children’s Internet Protection Act (CIPA)

The Children’s Internet Protection Act (CIPA) is a federal law enacted to address concerns about access to offensive content over the internet on school and library computers. This law applies to all schools that receive e-rate funds from the U.S. Department of Education. YCSD has software in place designed to filter inappropriate content from the internet that may be harmful to minors.

Counseling Services

Reference: School Board Policy IKB

The York County School Board affirms that parents/guardians are a student’s first teachers, and public schools should serve to strengthen family and parental support. YCSD offers counseling services to all students in grades kindergarten through 12. Counselors work closely with parents/guardians and school personnel to find and remove barriers to student learning. Parents/guardians are encouraged to contact a school counselor to discuss concerns or ask questions about their student’s school experience. School counselors provide services in three (3) major areas: academic counseling, career counseling and personal/social counseling.

Academic Counseling

School counselors help students and parents/guardians learn about available curricula choices, plan a program of studies, arrange and interpret academic testing, and seek post-secondary academic opportunities.

All 10th grade students in YCSD take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) at no cost to the student. The test is administered on a regular school day. The PSAT/NMSQT provides excellent feedback on personal achievement in mathematics and verbal skills and provide a free score report for students to evaluate themselves in these important subject areas. Students will also have the opportunity to pay required fees, register and retake the PSAT/NMSQT during their junior year. Students who achieve strong scores on this exam during their junior year are eligible for the National Merit Scholarship Program, a corporate-sponsored program that provides college scholarships to college-bound students. NMSQT semifinalists can receive finalist recognition and scholarship awards based on an application and their SAT scores, which must be comparable to their PSAT/NMSQT scores. For more information regarding this program or to register for these examinations, contact high school counselors.

Career Counseling

Counseling services help students acquire information and plan action about work, apprenticeships and post-secondary educational and career opportunities. Beginning in the elementary school years, students explore the different occupations associated with career clusters. Students begin the development of an Academic and Career Plan Portfolio to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. Students in grades 3 through 11 participate in a variety of career exploration activities. Students at the secondary level complete interest inventories, career assessments, and explore career pathways. Emphasis is placed on helping students make connections between academic strengths and career goals.

The York County School Division is committed to ensuring all students graduate with the skills and knowledge to be successful and productive citizens in whichever career path they choose. Career coaches assist high school students as they navigate the path through school and into a future career. Career coaches support students and counselors by reviewing Academic and Career Plans to align course selections with the student’s career interests. Students receive help in areas such as job applications, resume writing, portfolio development, and essential interview skills. YCSD offers multiple ways for students to begin experiencing their chosen career field while also earning high school course credits:

- Internships
- Mentorships
- Externships
- Clinicals
- Cooperative Education
- Credit for Work Experience

Personal/Social Counseling

Counseling assists students in developing an understanding of themselves, the rights and needs of others, how to resolve conflict, and how to define individual goals that reflect their interests, abilities and aptitudes. Such counseling may be provided...
either in groups in which generic issues of social development are addressed or through structured individual or small group, multi-session counseling which focuses on the specific concerns of participant(s).

Throughout the year, parents/guardians may contact their child’s school to review materials and discuss services provided by school counseling staff. Requests by parents/guardians to change their child’s participation in personal/social counseling services must be provided in writing to the principal of the student’s school.

**Custodial Documents**

Parents/guardians who have custodial documentation for their child are requested to provide a copy to the school’s main office upon registration of their child, and when/if changes are made to the custodial document.

**Discrimination, Harassment and Sexual Misconduct (Title IX) Policies**

The York County School Board is committed to maintaining an educational environment and work place that are free from discrimination, harassment and sexual misconduct. School Board Policy Files GB, GB-F, GBA/JFHA, GB-F/JFHA-F, which are attached to this handbook as appendices (see Appendices A through D), outline the division’s commitment and procedures for the reporting and handling of complaints.

**Documents of General Interest Available at Schools/Online**

- Policy Manual
  [https://go.boarddocs.com/vsba/ycsd/Board.nsf/Public?open&id=policies](https://go.boarddocs.com/vsba/ycsd/Board.nsf/Public?open&id=policies)
- Gifted Education Plan
- Program of Studies
- Family Life Education (York County School Division)
- Accreditation Report
  [https://yorkcountyschools.org/aboutUs/studentAchievement/accreditationStatus.aspx](https://yorkcountyschools.org/aboutUs/studentAchievement/accreditationStatus.aspx)
- Asbestos Inspection Report and Management Plan, AHERA 40 CFR, Part 763 (School)
- School Improvement Plan (School)
- Hazard Communication Standard (School)
- Approved Annual Budget
  [https://yorkcountyschools.org/aboutUs/budget/default.aspx](https://yorkcountyschools.org/aboutUs/budget/default.aspx)
- Capital Improvement Budget
  [https://yorkcountyschools.org/aboutUs/budget/docs/SchoolBoard_ApprovedCIP22-27.pdf](https://yorkcountyschools.org/aboutUs/budget/docs/SchoolBoard_ApprovedCIP22-27.pdf)

**English Learners (ELs) Program**

Students who qualify as English Learners (ELs) will be provided with instructional services that are based on the student’s identified academic needs. EL teachers will use the YCSD curriculum and World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards Framework and the student’s EL Instructional Plan to drive their instructional decisions and planning for EL services.

**Enrollment Requirements**

**REFERENCE: SCHOOL BOARD POLICY JEC**

A parent/guardian or other adult having custody of a student must provide two documented proofs of residence in York County. The **Code of Virginia § 22.1-264.1** states that a parent or guardian can be charged with a Class 4 misdemeanor for knowingly making a false statement concerning the residency of a child in a particular school division or school attendance zone if the purpose is to avoid tuition or to enroll the student in a school outside the attendance zone in which the student resides.

1. Any student entering YCSD for the first time is required to provide:
   A. Proof of birth (original Birth Certificate or for non-US citizens, other substantiating documents).
   B. Documentation of a comprehensive physical examination is required before entry to pre-kindergarten and elementary school (**Code of Virginia § 22.1-270**). The physical must be completed no earlier than one (1) calendar year before entry to public pre-kindergarten, kindergarten or elementary school. The physical exam must be performed by a licensed physician, a licensed nurse practitioner or
licensed physician assistant acting under the supervision of a license physician.

- A School Entrance Physical and Immunization Form (MCH 213 G revised 10/2010) may be obtained from any YCSD school, the Peninsula Health Department, any family practice medical office, military medical clinic, or the YCSD website:
  

C. Documented proof of adequate immunization with the prescribed number of doses of each vaccine as required by Virginia law. Listed below are the minimum acceptable immunization levels:

1) Four (4) doses of DTP or DTaP for all new children enrolling (kindergarten through 12th grade) (one of the four (4) must have been administered on/after the 4th birthday).

   **Note:** DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria.

2) Four (4) doses of Polio (OPV/IPV) for all new children enrolling (kindergarten through 12th grade) (one (1) of the four (4) must have been administered on/after the 4th birthday).

   **Note:** The fourth dose is not necessary if the third dose is administered at 4 years of age or older and at least six (6) months following previous dose.

3) Two (2) doses of Measles (first dose on/after 12 months of age).

4) One (1) dose of Rubella (first dose on/after 12 months of age).

5) Two (2) doses Mumps (first dose on/after 12 mos. of age).

   **Note:** Measles, Mumps, Rubella requirements also met with two (2) MMR – first dose on/after 12 months of age; second dose prior to entering kindergarten.

6) Three (3) doses of Hepatitis B vaccine (two (2) doses of Merck adult formulation if given between 11-15 years of age).

7) Two (2) doses of Varicella to susceptible students (first dose on/after 12 months of age; second dose prior to entering kindergarten).

8) All rising 7th graders are required to have a dose of Tdap regardless of the interval since the last dose of tetanus-containing vaccine. If there is documentation of receipt of a dose of Tdap prior to 7th grade, another dose is not necessary. All new students entering grades 7 through 12 will be required to have received one (1) dose of Tdap.

9) Effective July 1, 2021, a minimum of two (2) doses of Meningococcal Conjugate (MenACWY) (first dose prior to entering 7th grade; second dose prior to entering 12th grade).

10) Effective July 1, 2021, two (2) doses of Human Papillomavirus (HPV) (first dose prior to entering 7th grade.

   **Note:** After reviewing educational materials approved by the Board of Health, the parents/guardians, at their sole discretion, may elect for the child not to receive the HPV vaccine.

11) Effective July 1, 2021, a minimum of two (2) doses of Hepatitis A (HAV) (first dose at age 12 months or older; second dose before kindergarten).

A child whose immunizations are incomplete may be admitted conditionally, as specified in the **Code of Virginia § 22.1-271.2.B**, provided the parent or guardian has documentation at the time of enrollment indicating that the child has received at least one dose of the required immunizations and has a written schedule for completing the remaining doses within 90 calendar days of enrollment. If the parent has not provided the required documentation by the end of the 90th day, the student will be withdrawn.

**The 90-day grace period does not apply to the Tdap requirement because Tdap is a single dose vaccine, not a series.**

D. Exemptions for physicals and immunizations:

1. A medical exemption is a physician’s written statement that immunizations would be detrimental to the child’s health at that time and future immunization compliance is planned.

E. Documented proof that parent or other adult having custody of the child is a resident of York County. Documents that verify York County residency include utility company statement, bank statement, auto/homeowner/rental insurance policy, rental contract or rent receipt, notarized letter from homeowner, property tax bill, mortgage verification, close of escrow. Two (2) of the listed documents are required as specified on the Parent Information Form-Residence Verification. Any person who knowingly makes a false statement concerning the residency of a child, as determined by § 22.1-3 of the CODE OF VIRGINIA, in a particular school division or school attendance zone, for the purposes of (i) avoiding the tuition charges authorized by § 22.1-5 or (ii) enrollment in a school outside the attendance zone in which the student resides, may be guilty of a Class 4 misdemeanor and shall be liable to the school division in which the child was enrolled as a result of such false statements for tuition charges, pursuant to § 22.1-5, for the time the student was enrolled in such school division.

F. Students identified as homeless will be admitted into YCSD in accordance with the provisions of the McKinney-Vento Act of 2001. Assistance in obtaining registration documents will be provided.

G. Students who are visiting the United States through a sponsoring exchange agency may be admitted to York County schools with the appropriate paperwork. The U.S. Department of Homeland Security requires that other foreign students who wish to attend school in the United States must be registered with Bureau of Immigration and Customs Enforcement (ICE). Please contact the Department of School Administration (757-833-7001) for specific information.

H. Pursuant to the CODE OF VIRGINIA § 22.1-3.4, a student who has been placed in foster care by a local social services agency shall be immediately enrolled, even if the placing social services agency is unable to produce the documents required for enrollment. In such cases, the person enrolling the student shall provide a written statement that, to the best of his/her knowledge, sets forth (i) the student’s age; (ii) compliance with the requirements of § 22.1-3.2 of the Code (student’s school status); and (iii) that the student is in good health and is free from communicable or contagious disease.

I. On July 1, 2009, Virginia entered into the Interstate Compact on Educational Opportunity for Military Children (§ 22.1-360 of the Code). This compact facilitates the timely enrollment of children of military families and ensures that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district(s) or variations in entrance requirements. According to the compact, children of military families, without documentation of immunizations, should be immediately enrolled and shall have up to 30 days from the date of enrollment to obtain any immunization(s) required by the receiving state. The compact does not waive the physical examination requirement for these children.

J. Students entering kindergarten must have reached their 5th birthday on or before September 30th of the year in which they enroll.

K. Affidavit of Prior School Expulsions, § 22.1-3.2 of the CODE OF VIRGINIA requires, upon registration, a sworn statement or affirmation indicating whether the student has been expelled from school attendance at a private or public school for an offense relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person.

Family Educational Rights and Privacy Act (FERPA)

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

FERPA gives parents/guardians certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches
the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” However, a school may disclose the scholastic records to the parents/guardians of an eligible student who is age 18 or over and who is considered a dependent student under section 152 of the **Internal Revenue Code of 1954** without the consent of the eligible student. A parent/guardian of a child with a disability who is 18 may retain his or her rights provided that the child has been determined to be legally incompetent or legally incapacitated.

**Family Life Education**

A family life education program designed to reach goals established by the Virginia Department of Education is offered in grades kindergarten through 10. A listing of family life education topics by grade level can be found online in the parent resource section of the division website, [https://yorkcountyschools.org/parents/parentResources/default.aspx](https://yorkcountyschools.org/parents/parentResources/default.aspx).

Parents/guardians who wish to exclude their student(s) from any or all family life education topics may do so by completing the Family Life Education Removal Request form available on Rycor. A copy of the form for parent/guardian preview is included in this handbook. Printed/audio-visual materials, as well as the family life education curriculum guide, are available for preview at your child’s school and the York County School Board Office.

**Fees**

**Reference: School Board Policy JN**

- **International Baccalaureate (IB) Exams**
  Fee determined by the IB Organization

- **Advanced Placements (AP) Exams**
  Fee determined by the College Board

- **Art Course**
  Full Year ($15), Semester ($7.50)—No Refund
  Nine Weeks ($5) Middle School ONLY—No Refund

- **Drama Courses**
  Middle School ONLY—Full Year ($15), Semester ($7.50), Nine Weeks ($5)—No Refund

- **Career/Technical Education**
  Full Year ($15), Semester ($7.50), Nine Weeks ($5)—No Refund

- **Instrument Rental**

  Middle and High Schools ($30)—No Refund
  **(Note: Middle School ONLY—to be paid AFTER instructions from Band Director)**

- **Band Uniform**
  High School ($20)—No Refund

- **Athletics**
  Middle School—$50 per season; up to $100 (third season no charge)
  High School—$60 per season; up to $120 (third season no charge)

- **Parking**
  High School—Full Year ($100), Semester ($50)—No Refund

**Notes:**

- Fees may be subject to change without notice.
- **Make check payable to the student’s school.**
- The charge for lost textbooks will be the current replacement cost, and a charge will be made for damaged books.
- Students who do not return locks and/or students who damage lockers will be assessed replacement or repair costs.
- When a student taking career/technical or art courses selects a project costing more than the course fee, the student will assume the additional cost and the project will be retained by the student.
- Special performing groups, such as stage band and vocal ensembles, will be required to purchase their own attire.
- A waiver of fees or a payment schedule may be considered under certain circumstances. All requests must be made in writing to the building principal.
- Students enrolling after January 1 will be assessed fifty (50) percent of the designated fee(s), except for semester classes.
- Schools may charge fees for overdue library books.
- Students who choose to take career/technical certification exams will be required to pay the fee as designated by the certifying agent. Typical fees range from $20 to $120 per month.

For additional information, please check with your child’s school.

**Fire Lanes**

Fire lanes in front of YCSD schools provide first responders with unencumbered access to the schools in the event of an emergency. These lanes are not parking zones. They are marked with yellow paint and/or “No Parking: Fire Lane” signs. Only driver-
attended school buses are allowed to stop in fire lanes for student pick-up and drop-off. Unauthorized parking in a fire lane is a violation of the law as well as a safety hazard.

**Fine Arts**

Fine arts education is an integral part of the total instructional program. Fine arts teachers work directly with student groups and with other teachers on a consulting basis to correlate fine arts activities with other areas of the curriculum. Through fine arts instruction, students are exposed to many art forms, media, tools and techniques.

**Fund Raising**

**Reference: School Board Policy DGCY**

Fund-raising activities are defined as those activities, which contribute to the operation or maintenance of any school club or organization.

Fund raising is further defined as either internal or external. Internal fund-raising activities are defined as those taking place on the school premises or in an alternate location available exclusively to the school. External fund-raising activities are defined as those where funds would be procured from the community. Students may not sell, on school property, any item for themselves or a non-school organization.

In accordance with **Standards of Accrediting Public Schools in Virginia**, Standard D-18, fund-raising activities that involve elementary students in door-to-door solicitation shall be prohibited.

**Elementary Schools**

Fund-raising activities will be restricted to internal fund-raising activities only. Internal fund-raising activities will be left to the discretion and prudent judgment of the school principal. No external fund raising will be held in the elementary schools.

**Middle Schools**

Internal fund-raising activities will be left to the discretion and prudent judgment of the school principal. External fund-raising activities will be restricted to one (1) activity per school per school year.

**High Schools**

Internal fund-raising activities will be left to the discretion and prudent judgment of the school principal. External fund-raising activities will be restricted to one (1) activity per school per school year. This limitation does not preclude advertising in school programs, event programs, yearbooks and/or performances. In addition, it does not preclude school clubs and organizations, with the approval of the school principal, from participating in no more than one (1) external fund-raising activity per club or organization per school year.

**Photographs and Related Items**

Sale of photographs and related items to students is considered to be an internal fund-raising activity as well as a service to students and their parents/guardians. Advertisement for competitive proposals must be made, and proposals must be properly accepted in a confidential manner. The contract may be awarded according to the quality of service as well as price, but no vendor shall be designated as the “official supplier.” An affirmative and complete disclosure must be made by the school to students and parents/guardians that the project is a fund-raising activity, and that they may purchase the goods elsewhere, if they desire. The disclosure must include the amount that will be retained by the school and the use to be made of these funds.

**Publications**

Yearbooks, newspapers, journals or other school publications require a charge to pay for the cost of the publication. Cost will vary from school to school. If additional charges are added to the basic publication cost, the project must be considered a fund-raising activity. In that case, adherence to school board policy concerning such activities is required.

**Gifted Education**

**Reference: School Board Policy IGBB**

YCSB identifies students in grades kindergarten through 12 who have potential and/or demonstrated abilities and who exhibit high performance capabilities in the area of general intellectual ability.

**Grades K-7**

Gifted students are identified in the spring of the kindergarten year and throughout grades 1 through 12. All gifted students in kindergarten through grade 5 attend the EXTEND Program at the division’s gifted education center located on the Dare Elementary School campus. Identified kindergarten students participate in special seminars each spring during the school day; while students in grades 1 through 5
travel from their home schools one (1) day each week to participate in the program. Identified students in grades 6 and 7 meet weekly in their home schools with a gifted education teacher. For all identified gifted students, learning is “extended” as they participate in interdisciplinary units of study and research activities, which emphasize abstract thinking and independent learning.

Grades 8-12
Eligible students in grades 8 through 12 are encouraged to select from the available advanced secondary program options, which include the YCSD Honor Program, the Pre-Diploma Program, Virtual Virginia online courses, the International Baccalaureate Diploma Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor’s School, the Early College Program, and New Horizons Governor’s School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars and enrichment activities is available to eligible students.

Gifted Education Advisory Committee
The Board-appointed Gifted Education Advisory Committee (GEAC) advises and assists YCSD on various aspects related to gifted education services. Information about regularly scheduled meetings is posted on the YCSD website, in the School Board Office, and the gifted education staff notifies parents/guardians about these meetings. Additionally, GEAC meetings are FOIA-compliant. Parents/guardians are encouraged to attend and share information on issues and concerns regarding gifted education in York County. Each meeting contains a public comment period. For information about this committee, contact one of the appointed committee members or the gifted education staff. This contact information is listed on the division’s website, at: https://yorkcountyschools.org/parents/specialtyPrograms/giftedEducation.aspx.

Anyone interested in serving as a school representative on the Gifted Education Advisory Committee should contact his or her child’s principal or the gifted program coordinator for an application.

Questions regarding screening, referrals for gifted services, timelines, and other eligibility criteria should be directed to the gifted education contact at your child’s school. The school-based contact may also provide assistance regarding transfer students who were identified as gifted in another division.

Grading

REFERENCE: SCHOOL BOARD POLICY IU
Student performance is reported to parents/guardians every nine (9) weeks. Interim reports are issued at the mid-point of each grading period in grades 2 through 12. The report card for grades K and 1 will provide detailed progress on student performance in the areas of reading, written/oral communication, and mathematics. Because of the detail provided in the quarterly report card, grades K and 1 students will not receive interim report cards.

The numerical grading scale was revised to a modified 10-point grading scale for grades 3 through 12 effective September 2012. The current grading scale is as follows:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 64-69
- F = 0-63

**Note:** Student transcripts and transcript supplements will denote both the old and current grading scales and the implementation date for the current grading scale.

Interim Reports
Students in grades 2 through 12 receive quarterly interim reports electronically via their activated Aspen accounts. Parents/guardians may contact their child’s school office for information on activating their accounts. Paper copies of intermedi will be provided for parents/guardians upon request and given to students to take home.

Rounding
In grades 3 through 12, when the cumulative grade is within .5 of the next higher letter grade, the grade will be rounded on the interim report/report card as follows:

<table>
<thead>
<tr>
<th>Cumulative Average</th>
<th>Rounded Cumulative Average</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.5 to 89.9</td>
<td>90</td>
<td>A</td>
</tr>
<tr>
<td>79.5 to 79.9</td>
<td>80</td>
<td>B</td>
</tr>
<tr>
<td>69.5 to 69.9</td>
<td>70</td>
<td>C</td>
</tr>
<tr>
<td>63.5 to 63.9</td>
<td>64</td>
<td>D</td>
</tr>
</tbody>
</table>

The default setting for the electronic grade book will be set to round the cumulative grade calculated whenever a report is viewed or printed.
Elementary School
At the end of the first quarter, teachers will invite parent(s)/guardian(s) to a conference to discuss their student’s progress. In addition, students will receive feedback on their academic performance through interim and quarterly report cards. Parent(s)/guardian(s) should contact the teacher or telephone the office for a mutually convenient appointment if they would like to request a conference at any other time during the year.

The grading scale for elementary students is as follows:

<table>
<thead>
<tr>
<th>Grades K-1</th>
<th>Grade 2</th>
<th>Grades 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = Novice – Not making expected progress toward proficiency</td>
<td>S = Satisfactory</td>
<td>A (90-100) = Excellent</td>
</tr>
<tr>
<td>DP = Developing Proficiency – Beginning to grasp and apply key concepts, processes and skills</td>
<td>P = Progressing</td>
<td>B (80-89) = Good</td>
</tr>
<tr>
<td>P = Proficient – Regularly grasps and applies key concepts, processes and skills with limited errors</td>
<td>N = Needs Improvement</td>
<td>C (70-79) = Average</td>
</tr>
<tr>
<td>V = Not Evaluated</td>
<td>D (64-69) = Poor</td>
<td></td>
</tr>
<tr>
<td>I = Incomplete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation of Student Work
The evaluation of student work is a vital part of the educational process. Students should be aware of their progress as they proceed with their studies.

1. Quizzes and Tests
   A. All papers (quizzes and/or tests) should be returned to students corrected and/or with directions for corrections.
   B. Quizzes should be returned to students within a 3-day period.
   C. Tests should be returned to students within a 5-day period.
   D. All quizzes and tests should be evaluated.

2. Written Assignments
   (e.g., homework, make-up work)
   A. Required work should be received by the teacher.
   B. Required work should be corrected by the student prior to grading.
   C. Required work should be evaluated.
   D. Required work should be returned within an 8-day period, depending on the type of work.

Failure of the student to turn in an assignment on time may result in the student receiving a lowered grade on the assignment.

Middle and High School Procedures and Regulations for Grading and Averaging of Grades
Quarterly Assessments
Beginning with the 2019-20 school year, semester and final exams are replaced with four (4) quarterly assessments. Quarterly assessments are a separate category in the teacher gradebook and are weighted at 10 percent of the quarterly grade.

Procedures for Calculating Grades
Teachers use numerical scores in determining letter grades. The procedure for determining final grades is as follows (semester grades in a year-long course are determined in the same manner as grades in a semester course):

Semester Courses – Credit Bearing:
First or Third Quarter Grade = 50%
Second or Fourth Quarter Grade = 50%

Semester Courses – Middle School Only:
First or Third Quarter Grade = 50%
Second or Fourth Quarter Grade = 50%

Year-Long Courses:
First Semester Grade = 50%
Second Semester Grade = 50%

Transfer Student: Letter grades from a previous school division will be converted to YCSD’s four-point grading scale. Grade Point Average (GPA) will be calculated based on conversion results.

Class Ranking
REFERENCE: SCHOOL BOARD POLICY IUX
1. All courses taught in York County middle and high schools are assigned grade-point values as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 points</td>
</tr>
<tr>
<td>B</td>
<td>3 points</td>
</tr>
<tr>
<td>C</td>
<td>2 points</td>
</tr>
<tr>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>F</td>
<td>0 points</td>
</tr>
</tbody>
</table>

High school class ranking within YCSD is based upon the grades earned in courses for which high school credit is awarded.
The following formula is used for computing full-year GPA for class rank:

\[
\text{(Regular GPA Part)} + \frac{\text{(Bonus Part)}}{\text{Sum of Weighted Course Credits Attempted}} \times 7X = \text{GPA}
\]

Where: Quality Points are the points assigned for a letter grade earned in a course:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points
- I = 0 points

Where: 7 represents the number of periods in a regular school day and X represents the unit of time in high school:

1 = end of 9th grade
2 = end of 10th grade cumulative
3 = end of 11th grade cumulative
4 = end of 12th grade cumulative

Note: A weighted course is an advanced placement, advanced or other course in which credit is increased by reason of the rigor of the curriculum and quality of work accomplished.

2. Class rank is to be determined by assigning the highest grade point average a rank of number one (1); the second highest, the rank of number two (2); etc. In cases where more than one student has the same grade point average, all students with that average will be given the same rank. The next highest average will assume the rank position, which will indicate the number of students having higher rank.

3. Class rank shall be computed at the end of the 11th grade, at the completion of the first semester of the 12th grade, and at the end of the senior year. Class ranking reports to colleges shall be based on the most recent computation. Class rank at the end of the first semester of the senior year shall be used for purposes related to graduation.

4. Students entering the 9th grade and their parents/guardians will be advised, in writing, of the method of calculating class rank and grade point average. Transfer students will receive this information at the time of registration.

Non-York County School Division Courses

High school students who wish to take courses at colleges or other institutions outside of YCSD must have those courses approved in advance by the principal for high school credit to be awarded. Such courses cannot be offered by YCSD or the New Horizons Regional Education Center except under limited circumstances and must be compatible with local and state regulations. Written approval must be secured from the principal prior to enrollment in the course. With the exception of the methodology used to calculate transfer credits, weighted credit will not be awarded for course-work taken outside of YCSD.

Grounds and Facilities, Use of

REFERENCE: SCHOOL BOARD POLICY KG

School grounds and facilities may be used after school hours for purposes and activities, which have been authorized by the school board. Forms to request the use of facilities are available in each school. Forms to request the use of grounds at elementary and middle schools are forwarded via the principal to York County Parks, Recreation & Tourism. Fees may be charged for facility use.

Unlicensed vehicles are unlawful on school property at all times. Unauthorized motorized vehicles are not permitted on school grounds at any time.

Health Services

School clinics are staffed by registered nurses, licensed practical nurses or trained aides.

Parents/guardians are asked to share any applicable health information with the school nurse at their children’s school. This includes information regarding medication, allergies, disability, surgeries, injuries and acute or chronic illnesses. Each clinic embraces the practice of keeping healthy and well children in school. However, if your student is ill or not feeling well enough to participate in their learning, please allow them to stay home and recover. If you have any questions, contacting your school’s health services provider is highly encouraged.
NOTICE OF STUDENT SCREENING

REFERENCE: CODE OF VIRGINIA § 22.1-273
All students (kindergarten through grade 12) enrolling in a Virginia public school for the first time shall be screened by school health service providers in the areas of vision and hearing within 60 business days from the day of initial enrollment. Additionally, the vision and hearing of all students in grades 3, 7 and 10 shall be screened during the school year. Scoliosis informational letters are sent home to parents of students in grades 6, 8 and 10. If screening results warrant further evaluation by a medical professional, parents will be notified.

ILLNESSES/ACCIDENTS
Students with infectious or contagious conditions such as conjunctivitis (pink eye), impetigo, head lice, ringworm or scabies may be sent home until treatment is initiated (CODE OF VIRGINIA 22.1-272). The Virginia Department of Health guidelines are followed by the school health services provider regarding communicable disease. If you know your student is ill, please keep him/her at home. Your child will be sent home, and/or asked to remain at home, if any of the following signs or symptoms are present: fever of 100 degrees Fahrenheit or more, vomiting, repeated diarrhea, inflamed or draining eyes/ears, persistent cough/sore throat, skin eruptions/draining sores. If your student has been sent home with any of those contagious symptoms, they may return to school when he/she has been symptom free for at least 24 hours without the use of medications, to include over-the-counter fever-reducing medications. If a student has an accident or becomes ill during the school day, the school’s health service provider will assess their condition and provide appropriate care. The parents/guardians will be contacted immediately if they need to go home or need further treatment. In case of emergencies, the school’s health service provider will provide care until the student can be transported to a hospital. It is important that clinic staff be made aware of current telephone numbers, emergency contacts, changes in health status and student medications, and that emergency contacts live locally.

MEDICATION
Parents should try to schedule medication, including over-the-counter medication, before and after school. However, if a student has to take medicine during the school day, it must be brought to the school by the parent/guardian in the original container with the prescription label intact. It will not be accepted unless it is in its original container. Over-the-counter medication needed during school hours must be in the original, sealed, unused container. Alternative or homeopathic remedies cannot be administered without a written order from a health care provider authorized to prescribe in Virginia and with certain conditions met. Medication is to be left in the clinic. A signed parental YCSD medical permission form must be completed for medication to be given at school. The medication will be administered as directed per the container label. The clinic cannot accept phone permission for dispensing medication. The above procedures are designed to help ensure students receive the appropriate medication and dosage. Cough drops are discouraged at school. After initial notification, school health services providers will make personal contact with parents/guardians at the end of the school year to pick up any unused medication. Any medication not picked up after parent contact will be destroyed.

CONCUSSION GUIDELINES
Concussion Definition – a brain injury that is characterized by an onset of cognitive and/or physical functioning, and is caused by a blow to the head, face or neck, or a blow to the body which causes a sudden jarring to the head. A concussion can occur with or without a loss of consciousness.

The 2010 Virginia General Assembly passed the Student-Athlete Protection Act (SB 652) to ensure that student-athletes who suffer a concussion are given a proper diagnosis, given adequate time to heal, and are not allow to return to sports participation until they are symptom free and cleared by the appropriate license health care provider. The licensed health care provider must be a physician, physician assistant, osteopath or athletic trainer licensed by the Virginia Board of Medicine; a neuropsychologist licensed by the Board of Psychology; or a nurse practitioner licensed by the Virginia State Board of Nursing.
Consideration should also be given to addressing the needs and gradual reintroduction of cognitive demands for all students who have been determined to have a concussion. This includes students who have been medically diagnosed with cancer or a concussion.

The full text of the Virginia Board of Education Guidelines for Policies on Concussions in Students can be found at:

**Physical Education Excuses**
If your child has an injury or illness which causes them to temporarily miss or need short-term accommodations in their PE class, a parent note is acceptable for up to three (3) PE classes. During this time frame, an alternative assignment will be provided. Injuries or illnesses that exceed three (3) class periods require a note from a medical provider who can provide guidance for a more permanent solution for the student’s participation in physical activity. Please note, if a student’s PE class is modified, the same restrictions will apply to recess, sports and any intramural activity period occurring at school.

**Epinephrine Guidelines**
All public school systems in Virginia are required to have epinephrine available in each school for the emergency treatment of anaphylaxis. Each school will be required to have at least two (2) employees trained in the administration of epinephrine. YCSD will follow the guidelines on epinephrine as set forth by the Virginia Department of Education.

**Seizure Management Guidelines**
Seizure Definition – temporary change in behavior resulting from a sudden, abnormal burst of electrical activity in the brain. Depending on where the electrical disturbance occurs in the brain constitutes whether the seizure is partial or generalized.

Recognizing that students with a history of seizures attend public school, every effort is made to accommodate the student in the school setting. YCSD health service providers follow the Seizure Management Guidelines as set forth by the Virginia Department of Education.

Managing a seizure in the school setting consists of protecting the student, observing the student, and administering medical assistance when needed. The Seizure Action Plan should be used with students being treated for a seizure disorder and contains vital information, which may assist if a seizure occurs during the school day.

Should you have questions or concerns, please contact your child’s school clinic directly.

**Homebound Instruction**

**Reference: School Board Policy IGBG**
Homebound instruction will be made available to eligible students who are confined at home or in a health care facility for a period that prevents regular school attendance. Contact the school’s main office for information and necessary forms.

**Homeless Children & Youth**
The McKinney-Vento Act of 2001 ensures that homeless students have access to the same, free, appropriate public education provided to other children and youth. Students identified as homeless will be enrolled in YCSD and assistance in obtaining registration documents will be provided. Services for homeless students may include transportation to their school of origin or to the school in the district in which they live, as well as referral to local service agencies.

**Homework Policy**

**Reference: School Board Policy IKB**

**Guidelines**
Homework assignments will depend upon the age and ability levels of students. In making homework assignments, teachers will adhere to the following guidelines:

1. Homework should be valuable to students. It should be reasonable in length and related to specific goals. For example, if a student can correctly multiply ten (10) three-digit decimal problems, there is little validity in assigning more. Such an assignment becomes busy work and has little educational value.

2. With the exception of reading, all homework will be practice and application of previously taught concepts.

3. Clear, specific directions with step-by-step examples will be given when the assignment is made. To minimize confusion about the specifics of an assignment, the homework assignment will be...
displayed in a strategic place for students to copy. The homework assignment will include a concise description of expectations for completion and valuation.

4. Homework expectations will be communicated to students and parents. Evaluation procedures and the part homework will play in determining students’ grades will be clearly stated.

5. Time will be provided for students to complete assignments requiring access to technology. For such assignments, a reasonable completion deadline will be set that permits all students equal access to school resources. Teachers will make every effort not to make assignments that require significant financial contribution from students or parents. Teachers will inform parents of resources available through the school.

6. In support of differentiated instruction, teachers may vary homework assignments.

7. Homework will never be used for disciplinary purposes.

EVALUATION
Written homework assignments will be explained, evaluated and returned in a timely manner to students. “Evaluation” does not necessarily require the “grading” of each assignment. Check marks, stickers for reinforcement and written comments are examples of how assignments can be graded. The message that students should receive is that homework is important enough to be monitored. Non-written assignments such as reading assignments may be monitored by assessing student participation in class discussion or by written assessment on the previously read material. Standards for the weighting of homework are indicated below:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten to 8</td>
<td>Not to exceed 10% of marking period grade (except high school credit courses)</td>
</tr>
<tr>
<td>9 to 12</td>
<td>Not to exceed 20% of marking period grade</td>
</tr>
</tbody>
</table>

SUGGESTED TIME STANDARDS
The amount of homework assigned should be appropriate to the needs of students. While it is recognized that homework assignments may vary in length, the following daily homework maximum standards are recommended.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten to 1</td>
<td>30 minutes, including reading</td>
</tr>
<tr>
<td>2 to 5</td>
<td>45 minutes, including reading</td>
</tr>
<tr>
<td>6 to 8</td>
<td>75 minutes</td>
</tr>
<tr>
<td>9 to 12</td>
<td>30 minutes per class</td>
</tr>
</tbody>
</table>

Notes:
1. Students in grades 6 to 12 who are enrolled in advanced, honor and AP courses may be assigned additional homework.
2. Because of the alternating-day block schedule in high schools, a maximum of 30 minutes of homework should be assigned for each class meeting. Examples: Class meets two times during Week 1 = 60 minutes of homework per week; class meeting three times during Week 2 = 90 minutes of homework per week.

Honor Roll
Elementary, middle and high school students are eligible for honor roll status based on specific criteria:

ELEMENTARY AND MIDDLE SCHOOL
- Will consist of “All A” and “A-B” honor rolls
- Will be based on quarter grades
- Will be based on core classes in elementary schools
- Will not include citizenship as criteria

HIGH SCHOOL
- Will be based on grade point averages (highest honors 3.75 or above and honors 3.25 to 3.7499)

Hotline Number
The division has an emergency HOTLINE number for the purpose of allowing students, parents and members of the community to anonymously report actual or suspected threats to the safety of students, division personnel or facilities (e.g., bomb threats, fights, possession of drug paraphernalia).

Information can be left on voice mail at any time of the day or night. Reports to this HOTLINE will be retrieved daily and investigated by the proper authorities. All calls are confidential.

HOTLINE NUMBER: 757-890-5000
Insurance

Reference: School Board Policy JHC
Accident and dental insurance are offered at the beginning of the school year. Information regarding the available plan is sent home with all students. No monies for insurance will be collected at school.

The York County School Board carries liability insurance only. This insurance does not include medical coverage for student in the event of accidents.

Instructional Materials

Reference: School Board Policy IIAU
1. A multi-text approach may be used in some classes. Textbooks may be issued for part of or the entire school year.
2. The following procedures are to be used for textbooks:
   A. The teacher issuing the text to a student will write the following in ink:
      1) Student’s name
      2) Date issued
      3) Condition when issued – N (New), G (Good), F (Fair), P (Poor)
   B. Individual copies of classroom sets may be issued to a student overnight. The student, however, must sign the book out on an overnight issue sheet and sign it back in the next day.
   C. Periodic checks for lost or damaged books will be made by the teacher. If a student loses or damages a book, he/she is not to be issued another book until damages are paid or until the book is replaced.
   D. If a student loses or damages a textbook, the student will be required to pay the replacement cost of the book. Students may be denied parking privileges as well as participation in extra-curricular activities to include, but not limited to, athletics, clubs, non-curricular trips, dances and graduation ceremonies until the cost of lost books or materials has been paid in full.

Interscholastic Athletics

Reference: School Board Policy JFCB
Interscholastic activities may not be conducted in the elementary grades. Middle school students in grades 7 and 8 have the opportunity to participate in interscholastic athletics. At the high school level, student participation in interscholastic athletics is governed by the Virginia High School League (VHSL) rules.

Library Media Center

Each library media center is a dynamic extension of the classroom providing students with opportunities to read, research, study and explore areas of interest. The library blends traditional print materials, books, reference materials and periodicals, with digital multimedia research resources delivered via the YCSD network and the internet. Web-based subscription resources support and enhance exemplary content area instruction.

Students are expected to use all resources knowledgeably and demonstrate an understanding of the ethics and fair use of materials. Every student must have a signed Network Services/Internet Acceptable Use Agreement on file with the school prior to accessing any electronic resource.

Lost and Found

The school cannot accept responsibility for lost articles. Lost and found articles may be claimed in the school’s office or other designated area. Unclaimed articles are disposed of periodically.

Lunches

Reference: School Board Policy EF
Lunch prices are posted in the cafeteria. Free or reduced-price lunches are available (upon application and approval) to students whose family income falls within federally established guidelines. Applications are distributed to parents at the beginning of the school year. Applications also may be requested at any time from any school. Only approved food and drink items will be sold to elementary school students. The cafeteria and/or the school cannot accept lunch charges. Students may not leave school grounds during lunch.

Minute of Silence

YCSD, in compliance with the Code of Virginia § 22.1-203, shall establish a daily observance of one (1) minute of silence in each division classroom.
Network Services/Internet

Acceptable Use Policy (AUP)

YCSD provides access to an extensive array of network services, web-based services and applications to staff and students. These network and internet resources support the delivery of the division’s program of studies, the Virginia Standards of Learning, and also assist with and enhance innovative instruction and educational excellence. Instructional staff evaluates the validity and appropriateness of network and internet resources used in instruction.

Students and staff are provided with instruction on social and ethical issues of internet use including copyright, fair use and plagiarism, and internet safety and security. Additionally, students and staff are provided with instruction on the use of portable communication or privately-owned electronic devices in the classroom. These devices include, but are not limited to laptops, netbooks, tablets, iPads, cell phones, PDAs, e-readers and hand-held gaming devices.

Training includes:
- Internet safety and ethical use lessons throughout the school year.
- Internet safety and ethical use topics integrated into classroom instruction.
- Safe and ethical use of privately-owned or division-issued devices for instruction communicated through multiple means.

Children’s Online Privacy Protection Act Notice (COPPA)

The Children’s Online Privacy Protection Act (COPPA) is a federal law governing the online collections of personal information from children under 13.

YCSD utilizes several third-party educational software applications and web-based services. In order for students to use these valuable programs and services, certain personal identifying information must be provided to the website operator. In accordance with COPPA, these websites must provide parental notification and obtain verifiable parental consent before collecting the personal identifying information from children under the age of 13. The law permits schools to obtain this consent, eliminating the need for parents to provide consent to each individual operator. YCSD will provide various personal identifying information, including but not limited to, student’s first and last name, YCSD username and YCSD email address, when required by website operators.

A list of the applications and websites, along with privacy policy information, currently used by the school division can be found online at http://yorkcountyschools.org/EdTech.

As new applications and resources are continuously emerging, teachers may identify additional online tools deemed educationally purposeful. In the event a teacher plans to use a new resource that has not yet been adopted at the division level, the teacher will seek additional parental permission.

Under the terms and conditions stated in this Acceptable Use Policy (AUP), all authorized users have access to:
- Productivity and instructional applications
- Virtual classroom instruction via distance learning services
- Web-based electronic research and instructional services
- Internet access to news, university and public library access to print and multimedia assets, and content-rich activities available from sites across the internet
- Electronic communication locally, regionally and globally, including but not limited to electronic discussion groups, email, video conferences and white-board communications
- Public domain multimedia files
- Video conferencing

Division Student Guidelines

1. In order to access division network and web-based services, every division student under 18 years of age must have a parent/guardian signature on this AUP form and return the form to school. Students 18 years of age or older must sign this AUP form and return the form to the school.
2. YCSD students receive internet safety instruction.
3. Any parent/guardian may revoke permission for a student’s access to all network services by signing a Removal of Permission for Network Services form, which is available in the Student Handbook and at every YCSD school.
4. Parents/guardians may reinstate permission for student access to all computer, network and internet services at any time by signing a new
student/Parent Technology Usage Form. This form is also available at all YCSD schools.

If you opt to not give your child permission to use any network services or internet services, your child will not have access to the Canvas Learning Management System to check assignments, post homework and participate in online learning, the Aspen student information system to check grades, Outlook to access student email, Office365 productivity tools, video conferencing, division-purchased instructional software and associated web services. It will become the parent/guardian’s responsibility to retrieve grades, assignments and instructional materials. In addition, your student will not have access to division-issued devices or computers, nor will they be allowed to use their own device for any computer-related courses offered in their assigned school. This would include access to Virtual High School and Virtual Virginia courses from within the division. Additionally, division course assessments and state- and federal-mandated testing, such as the Virginia SOL testing, require the use of computers with internet access.

5. Arrangements will be made on an individual basis for required testing.

Use of YCSD network services, web-based services, applications, and the internet is a privilege, not a right. Division users have no right of privacy nor an expectation of privacy for any activities, conducted on any service provided by the division, including but not limited to email/chats/video or materials sent/posted/uploaded, received and/or stored on any division system. Division officials reserve the right to monitor and record all user activity. Should there be any evidence of violation of this AUP, school board policy or regulations, student conduct code or any local, state or federal law, division network personnel will provide such evidence to division administrators or to law enforcement officials, as appropriate, for disciplinary action and/or criminal prosecution.

DIVISION STAFF RESPONSIBILITIES
The division staff will:
1. Monitor and evaluate all internet safety instructions for staff and students and update as needed;
2. Evaluate annually the division’s technology infrastructure and the network, to ensure internet and data security procedures are in place;
3. Remain cognizant of the latest developments in internet vulnerabilities, legal issues and capabilities related to instruction and impact on division students;
4. Provide professional development for all staff on the social and ethical issues of internet use including copyright, fair use and plagiarism, and internet safety and security;
5. Evaluate the effectiveness of the division AUP and update annually as needed;
6. Access the need for and provide information related to internet safety and security to parents and the community via the division’s website and other methods.

USER PRIVILEGES
1. Students and staff may make use of all district technology, software and network services for approved instructional purposes such as research, communication and production. Projects and assignments may be posted electronically and could include personally identifiable information that may be classified as an educational record under the Family Education Rights and Privacy Act (FERPA). Efforts will be made to restrict the amount of personally identifiable information when communicating electronically over the internet. Assignments and activities conducted online may receive teacher comments, grades or evaluations; under no circumstances will comments, grades or evaluations be posted to the general public.
2. All students will be assigned a YCSD email account. Students under the age of 13 will only be able to send and receive email from staff and students from within the division and from any third-party educational software application or web-based service approved and used by YCSD.
3. Students and staff may access information from outside resources via the internet that facilitates or supports learning and educational activities. Student internet use should occur in a supervised school or home environment.
4. Students may download and transfer data files necessary and approved for daily instruction over
the network provided that such activity does not violate copyright or other laws, no fees are incurred, and/or no freeware, shareware, games or other executable files are placed on network stores.

5. Students may use portable communication or privately-owned electronic devices for instructional activities as directed by school staff and as set forth in this handbook.

**User Responsibilities**

1. Students must maintain the privacy and security of passwords and accounts. Students will not attempt to learn another student’s password, access another student’s account, or impersonate another student on the network.

2. Students may not operate any division technology for commercial use, personal gain or product advertisement.

3. Students should not connect any portable communication or electronic device to the school division network using a cable.

4. Students will respect the property of others and will not access, modify or delete any network files, documents, applications or data files belonging to others. Vandalism, defined as a malicious attempt to harm or destroy another user’s data or any network service, will result in cancellation of privileges and disciplinary action.

5. Students will not activate privately-owned hotspots, 3G, 4G, or 5G services, or similar services/devices to access the internet or share internet. Harassment, discriminatory remarks, hate mail and threats, obscene or vulgar language, and conduct prohibited by the student conduct code, school board policy, federal or state law are prohibited in email or other electronic communications.

6. Students will properly use and care for all hardware and ancillary computer and network equipment available for use at any division site or distributed for home use. Vandalism or destruction of any technology or related components will result in cancellation of privileges, disciplinary action and restitution to the school division.

7. Students will be responsible for all material in his/her network account and agree to maintain the account free from materials that include obscene, sexually explicit, slanderous, malicious, discriminatory, or threatening language, images, files or emails and to prevent such materials from entering the network via the internet or other source. Personal software may not be installed on any division hardware. Users shall adhere to the Copyright Act of 1976 and the Fair Use provisions as related to education. Transmission of any material in violation of federal or state law or regulation is prohibited and will be dealt with according to criminal statutes and will result in the cancellation of privileges and disciplinary action in accordance with the student conduct code.

8. Students are also prohibited from performing or attempting to perform any actions that will increase the level of vulnerability, risk, or exposure to threats to YCSD technology resources, networks, systems or data.

9. Any student who gains access to materials as identified in item 7, becomes aware of a network or hardware security problem, copyright or fair use infringement or any internet safety issue, shall immediately notify a classroom teacher or building administrator who will notify the Department of Information Technology or Department of Instruction for assistance.

YCSD will take precautions to restrict access to inappropriate materials. All division teachers and staff will monitor all student activity in classrooms, labs and libraries and will pursue appropriate disciplinary actions based on the student conduct code or criminal statutes as appropriate for any violations of this AUP. Appropriate, safe and valuable use of the internet is the responsibility of students, parents and YCSD staff. Parents can assist school division staff by monitoring student internet use at home; establishing rules for online behavior at home; and reinforcing the division’s internet safety instruction by encouraging discussion of the positive and negative aspects of internet use. Use of division-provided devices as part of the 1:1 program or any other school-related program, that are used at home or any non-YCSD location, are subject to the expectations of this AUP.

YCSD makes no warranties of any kind, expressed or implied, for the network services it provides or hardware/software provided to students. YCSD is not responsible for any damages students may incur, including loss of data due to delays, non-deliveries, miss-deliveries, equipment failures, property damage, service interruptions or any
resulting data corruption. Due to the vast, diverse, unmanaged character of the internet, YCSD will not be responsible for the accuracy, nature or quality of information gathered from the internet. YCSD is not responsible for personal property used to access division hardware or networks or the internet or for any financial obligations resulting from internet access provided by the division.

The YCSD Network Services/Internet Acceptable Use Policy complies with all local, state and national telecommunications rules and regulations. The most current YCSD Network Services/Internet Acceptable Use Policy is available for review at: https://yorkcountyschools.org/EdTech.

Please contact the Department of Instruction with comments or questions.

Non-Custodial Parents’ Rights

The Code of Virginia § 22.1-4.3 states that unless a court order has been issued to the contrary, the non-custodial parent of a student enrolled in a public school (i) shall not be denied the opportunity to participate in any of the student’s school activities (such as lunch breaks, parent-teacher conferences and extracurricular activities).

Nondiscrimination

Reference: School Board Policy GB

The President and the Congress of the United States and the General Assembly of Virginia have enacted laws and issued directives affirming their intent to protect and grant equal opportunities to employees and students. In addition, the federal government and Virginia have enacted and enforced laws regarding the quality and equality of opportunities in education.

In YCSD, students will be admitted, retained, dismissed, assigned and/or transferred and be allowed to participate in all programs and activities in YCSD without regard to race, color, creed, sex, gender, national origin, political affiliation, age, disability or belief, except as permitted by state or federal law.

The division superintendent shall take appropriate steps to implement and oversee this policy in accordance with federal and state laws and regulations, including:

- Designating Title IX and Section 504 coordinators and giving notice to parents/guardians, students and employees of their identity;
- Establishing procedures for dealing with complaints and grievances alleging violations of this policy as reported by any employee, student or third party;
- Training of employees on the policy and complaint procedures; and
- Publicizing this policy and the procedures for dealing with reported violations to the general public, to parents/guardians, to students and to all employees.

Chief Human Resources Officer, Title IX Coordinator
302 Dare Road, Yorktown, VA 23692
757-898-0349

Director of Student Services, Section 504 Coordinator,
302 Dare Road, Yorktown, VA 23692
757-898-0455

Non-Instructional Materials, Distribution of

The distribution of all non-instructional materials for outside organizations, both nonprofit and for profit, must be approved by the division’s Community and Public Relations Coordinator through an online application available on the division’s website at: http://yorkcountyschools.org/onlineForms/materialDistribution/default.aspx.

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

Parental/guardian consent must be obtained for a child to participate in any student survey, analysis or evaluation that concerns one or more of the eight (8) areas of protected information. Parents/guardians must also consent to the collection, disclosure or use of student information for marketing purposes and certain physical exams and screenings. The eight (8) areas of protected information are:

- Political affiliations or beliefs;
- Mental or psychological problems;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;

Reference: School Board Policy GB
Critical appraisals of others;
Illegally recognized privileged relationships
Religious practices, affiliations or beliefs; and,
Income other than required by law.

Parents/guardians and eligible students have the right to be notified of, to inspect, and to opt out of participation in any of the above surveys, analyses or evaluations, as well as any survey that is sponsored/funded by sources other than the U.S. Department of Education.

Out-of-Zone Attendance

**REFERENCE: SCHOOL BOARD POLICY JC**

Based on capacity and program offerings, students may enroll in schools other than those in their assigned attendance zone for documented family need. Applications and additional information may be obtained from any school main office or the School Board Office. Applications will be accepted between March 1st and July 1st for the upcoming school year.

Out-of-zone high school students, with the exception of rising freshmen who choose to transfer under the “non-resident policy” will be ineligible to compete in Virginia High School League-sponsored athletic or scholastic activities for 365 consecutive calendar days after being enrolled in the new school.

Students must maintain good attendance and behavior to remain in the out-of-zone placement. Attendance and discipline problems could result in revocation of the out-of-zone attendance approval.

Parent/Guardian Resources

Curriculum information, reading lists, writing requirements and helpful web addresses that contain information for parents/guardians and students are posted on the York County School Division website http://yorkcountyschools.org/. Parents/guardians may obtain a paper copy of this information by contacting their child’s school.

Plagiarism

By simple definition, plagiarism is literary theft – the act of appropriating the work of another without giving credit to the original creator of the work. YCSD requires all students to respect the intellectual property of others by practicing appropriate academic integrity and attributing material with cites to the originators (e.g., words, ideas, data or digital products).

Intentional plagiarism is not tolerated and offenses will be addressed according to the consequences outlined in the student conduct code.

Pledge of Allegiance & Patriotic Songs

Section 22.1-202 of the **CODE OF VIRGINIA** states that each school board shall require the daily recitation of the Pledge of Allegiance in each classroom of the school division, facing the flag with the right hand over the heart. No student shall be compelled to recite the pledge if he, his parent or legal guardian objects on religious, philosophical or other grounds. Students not reciting the pledge must sit or stand quietly and make no display that disrupts or distracts others who are reciting the pledge. Students will be afforded the opportunity to sing the national anthem and other patriotic songs. Principals are charged with the responsibility to see that each classroom is furnished with an American flag.

Portable Communication & Privately-Owned Electronic Devices

To avoid disruption of the instructional process, students shall not display, use or activate portable communication devices or other privately-owned electronic devices during the instructional day, during after-school activities, or on the school bus with the exception of structured instructional activities supervised by a classroom teacher unless otherwise noted by building administrators. The instructional day includes, but is not limited to, lunch breaks, class changes and other structured instructional activities that occur during the normal school day. Students must ensure that such devices are turned off and out of sight during the instructional day, during after-school activities and on the school bus. School personnel may confiscate items that disrupt instruction. Confiscated items will only be returned to parents/guardians at the end of the school day.
BRING YOUR OWN TECHNOLOGY (BYOT)

Students may bring iPads, Chromebooks or laptops with parent permission if they choose their own personal device rather than a division-issued device.

Students may not use these devices to access the internet using any private 3G, 4G, or 5G subscriptions through their own internet provider.

This wireless access by privately-owned electronic devices is to be used as a means to enhance the students’ classroom educational experience. Permission to bring and use privately-owned devices is contingent upon adherence to the following guidelines. Failure to comply with the guidelines established may result in disciplinary action.

GENERAL RULES

1. No privately-owned electronic device should ever be connected by cable to the school system network. Network access is provided via wireless connection only. No one is allowed to connect a privately-owned electronic device to the network by an Ethernet cable plugged into a data jack in the school. Violation will result in disciplinary action and revocation of access to the network.

2. Teacher permission is necessary for student use of a privately-owned electronic device during classroom instruction or the class period. Voice, video and image capture applications may only be used with teacher permission and for specific instructional purpose(s).

3. The use of privately-owned electronic devices, to include earbuds and headphones, is solely limited to support instructional activities and must be turned off and put away if requested by the teacher.

4. All sound should be muted unless the teacher grants permission for use of sound associated with instructional activities.

5. No student shall be directed to share a privately-owned electronic device with another student.

6. No student shall knowingly attempt to gain access to any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school or division personnel.

7. No student shall install division-owned licensed software on their privately-owned electronic device.

8. No student shall establish a wireless ad-hoc network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to, using a privately-owned electronic device as a cabled or wireless hotspot.

9. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services. Students may not engage in any malicious use disruption or harm to the school network, internet services, or any other electronic device owned by the school, any school personnel and/or student.

10. Students may not attempt to, or use any software, utilities or other means to access internet sites or content blocked by internet filters.

11. Students have no expectation of privacy in their use of a privately-owned electronic device(s) while at school. The school reserves the right to search (CODE OF VIRGINIA § 22.1-279.7) a privately-owned electronic device, in accordance with applicable laws and policies, if there is reasonable suspicion that the student has violated the laws of the Commonwealth of Virginia, YCSD policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.

12. Division software does not filter inappropriate content for devices accessing the internet through private subscriptions. Parents are encouraged to have their own security and filtering controls on these devices.

13. Students using cell phones and other devices are prohibited from accessing the internet through their personal internet service provider while at school. YCSD is not responsible for any financial obligations resulting from calls, internet access, application downloads, messaging services, or items of a similar nature.

PRIVATELY-OWNED ELECTRONIC DEVICE SECURITY RISKS

Laptops and other portable electronic devices are especially vulnerable to loss and theft. These items may be targeted in school, on school grounds, parking lots and on buses. If a privately-owned electronic device is stolen, the theft must be reported immediately to a building administrator. In the event that a
student believes that his/her password has been compromised, he/she should immediately reset his/her password using a school division computer.

The student must be responsible and aware of all risks. YCSD will not accept responsibility for the loss, damage, or theft of personal property. Students who bring privately-owned electronic devices on school property must assume the total responsibility of these items. The school division and division personnel cannot attempt to repair, correct, troubleshoot, or be responsible for malfunctioning personal hardware or software. Laptops, netbooks and all other portable electronic devices should NEVER be left unattended for ANY period of time by the owner. When not in use, they should be at the student’s side or in a secured location such as a school locker when applicable. If a privately-owned electronic device is found unattended, it will be turned into the school administration.

**Private Transportation**

Students who are brought to school by private means of transportation should arrive no earlier than 15 minutes before the start of the school day. Teachers have assigned responsibilities prior to the beginning of classes. Responsibility for the supervision of students who arrive earlier will not be accepted by the school. All students who go home by means of private transportation must be picked up at the appropriate dismissal time. Private vehicles are not permitted in areas designated for the loading and unloading of school buses. Please observe signs that are posted at school entrance ways. Private vehicles on school board property can be searched if there is a cause to suspect violation of school board policy.

**Promotion Policy**

**Reference: School Board Policy IU5**

In the elementary schools, students are promoted from grade to grade based upon achievement in all subject areas. A student must successfully complete English, mathematics, science and social studies or a recommended summer program that is approved by the middle school principal to be promoted to the next grade level. Students failing a class will also be evaluated for promotion based on standardized test scores and completion of a remediation program. Remediation may be comprised of summer school and/or a targeted skill program.

In the high schools, promotion is based upon achievement reflected by the number of credits earned. The grade level designations will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

Students who meet the requirements for promotion to the next grade level should not be retained in a grade level. When considering retention for a student, staff will follow the guidelines outlined in Standard Operating Procedure: Retention. Likewise, when considering acceleration for a student, staff will follow the guidelines outlined in Standard Operating Procedure: Acceleration.

Specific information about graduation requirements can be found in the YCSD Program of Studies at [https://yorkcountyschools.org/docs/ProgramofStudies.pdf](https://yorkcountyschools.org/docs/ProgramofStudies.pdf) or by contacting the school counseling office at your child’s school.

**Records**

**Reference: School Board Policy J0**

1. Accurate and complete individual, permanent and cumulative records are maintained for each student in YCSD. All data maintained on an individual student is considered to be the scholastic record. The content of the scholastic record is limited to data needed by the school to assist the student in his/her personal, social, educational and vocational development and in his/her educational and vocational placement. Scholastic records are maintained in the school that the student attends.

2. The principal of the school in which the scholastic record is held is responsible for maintaining the record. Additionally, the principal is responsible
for maintaining a record log of parties to whom data has been disclosed and the purpose of disclosure.

3. The policies and procedures for reviewing and expunging scholastic records are included in School Board Policy Manual File JO and Superintendent’s Regulation JO. A current copy of all division policies are posted on the division’s website. Printed copies of the policies are available as needed to citizens who do not have online access.

4. Parents/guardians and eligible students may challenge the content of scholastic records and may request the amendment of inaccurate or misleading information. If the request for amendment is denied by school officials, the parents/guardians or eligible students will be advised of the right to a hearing. Parents/guardians or eligible students also have the right to file with the Family Education Rights and Privacy Act Office a complaint concerning an alleged failure of YCSD to comply with 20 U.S.C. 1232g.

5. Parents/guardians and eligible students may be charged a fee for copying scholastic record data. That fee may not exceed the cost of reproduction.

6. Parents/guardians and eligible students may obtain, upon request, a copy of the written policy and procedure on the management of and location of scholastic records.

7. Maintenance
   A. Students’ scholastic records are under direct supervision of the school principal.
   B. Pursuant to the Family Education Rights and Privacy Act (Title 20, U.S. Code, §1232g, 1986) procedures are established for inspecting, viewing, challenging and/or releasing personally identifiable data contained in students’ scholastic records.
   C. Every student shall have a student scholastic record that contains some or all of the following:
      1) Identifying data: name, birth date, latest address;
      2) Parent/guardian name and address;
      3) Scholastic work completed, level of achievement (grades);
      4) Results of standardized achievement and ability tests required by the state;
      5) Attendance data;
      6) Health, physical examination report, immunization certificate;
      7) Type of diploma;
      8) Permission for testing;
      9) Reports of initial and periodic assessment;
      10) Special education information;
      11) Individualized Education Plan (IEP);
      12) Legal, psychological, medical reports, social history;
      13) Record of sensitive physical problems;
      14) Verified reports of recurrent, atypical behavior; and,
      15) Reports from agencies such as juvenile court, probation, welfare.

   ALL DATA IN A STUDENT’S SCHOLASTIC RECORD ARE REGARDED AS CONFIDENTIAL.

8. Access
   A. The school presumes that both parents have the authority to inspect and review records relating to the student unless the school has been advised that both parents do not have the authority under applicable state law governing such matters as guardianship, separation and divorce.
   B. Parents or eligible students may inspect and review scholastic records relating to the student which are collected, maintained or used by the school division. The school will comply with the request without unnecessary delay and in no case more than fourteen (14) calendar days after the written request has been received. Parents and eligible students will be notified of the time and place where records may be inspected.
   C. The school division will comply with a request to inspect and review scholastic records before any meeting regarding an IEP or hearing relating to the identification, evaluation or educational placement of a student or provision of a free, appropriate public education.
   D. Those persons within the school who are involved directly in the supervision or instruction of students have access to records. These include building principals, assistant principals, teachers, supervisors, school board members, and related service providers, e.g., occupational and physical therapists. Permission for certain other parties requesting access, e.g., law enforcement officials, persons with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist), or a parent serving on an official committee, such
as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks may be granted in accordance with the Guidelines for the Management of Student’s Scholastic Record in Virginia Public Schools.

E. The right to inspect and review scholastic records includes:

1) The right to a response from the school to reasonable requests for explanations and interpretations of scholastic records;
2) The right to request that the school provide copies of scholastic records containing information if failure to provide the copies would effectively prevent the parent from exercising the right to inspect and review scholastic records; and
3) The right to have a representative of the parent inspect and review the scholastic records.

F. If any scholastic record includes information on more than one student, parents/guardians of those students will have the right to inspect and review only the information relating to their child or to be informed of that specific information.

G. When requested, the school will provide parents or eligible students with a list of the types and locations of scholastic records collected, maintained or used by the schools.

H. All parental rights regarding student records will pass to the child upon reaching age 18 or when attending an institution of post-secondary education, unless a specific statute or court decision directs otherwise.

9. Disclosure

A. When a request for disclosure of scholastic record data is made, such a request will be granted immediately, if practical, but in no case more than five (5) administrative working days after the date of the request. If the school determines that it is practically impossible to provide the requested records or to determine whether they are available within five (5) administrative working days, the school will inform the requesting party and will have an additional seven (7) administrative working days to provide the requested records.

B. A school may disclose, upon student transfer, information from scholastic records to another school or school division without parental consent, unless prohibited by other applicable law. Scholastic information may also be provided to an institution of post-secondary education to which a student seeks to enroll.

C. The school will keep permanently with the student’s scholastic file a RECORD DATA DISCLOSURE FORM showing:

1) The parties who have requested and/or obtained scholastic record data disclosure, with the exception of adult clerical and professional personnel within the school division, the parent/guardian or eligible student; and the parties receiving directory information;
2) The agency or institution represented, if appropriate;
3) The date of the disclosure;
4) And the specific legitimate interest of such disclosure and the purpose for which the data will be used.

D. When personally identifiable information concerning a student with a disability is no longer needed, it must be destroyed at the request of the parents (except that the student’s name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation). If parents do not request the destruction of the personally identifiable information, it may be retained permanently.

E. The record data disclosure form will be available to parents/guardians or eligible students, to school officials responsible for record maintenance and to authorized parties.

F. Personally identifiable information from scholastic records, with the exception of directory information will be disclosed to a third party only on the condition that said party will not disclose such information without the written consent of the parent/guardian or eligible student. A written statement explaining the above stated condition will accompany such disclosure. If a third party is
an institution, agency or organization, the disclosed personal information may be used by its officers, employees and agents, but only for the purpose for which the disclosure was made.

G. A listing of parties to whom scholastic record data will be disclosed, upon request, and the conditions of such disclosures is available in each school in School Board Policy Manual File JO.

H. The principal or his designee may disclose identifying information from a student’s scholastic record for the purpose of furthering the ability of the juvenile justice system to effectively serve the student prior to adjudication. In addition to those agencies, the principal or his/her designee may disclose identifying information from a student’s scholastic record to attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or his/her designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the student or by such student if the student is 18 years of age or older.

I. When parental consent is required in order to release a student’s scholastic record data, and the parent/guardian refuses to give such consent, the Local Education Agency (LEA) must use informal means to secure the consent. If the parent/guardian continues to refuse to give consent, the LEA must provide written notification to the person/agency requesting the information that parental consent is required and has been refused. If the LEA wishes to disclose information and has been unable to secure the necessary consent through informal means, the LEA may use more formal measures, as appropriate, to effect release of information.

10. Directory Information
A. Data considered to be directory information is as follows:
   1) Name of student in attendance or no longer in attendance;
   2) Address;
   3) Date and place of birth;
   4) Telephone listing;
   5) Dates of attendance;
   6) Participation in officially recognized activities and sports
   7) Height and weight, if member of athletic team;
   8) Awards and honors received; and
   9) Other similar information.
B. Parents/guardians or eligible students may refuse permission to disclose directory information by notifying the principal in writing within fifteen (15) administrative working days that any part of or all such information shall not be disclosed without prior consent.
C. In the absence of parent/guardian or eligible student request for nondisclosure, the school division will disclose directory information in accordance with school division policy.
D. The school is not required to maintain a record of the disclosure of directory information.

11. Destruction of Non-Permanent Records
YCSD destroys the non-permanent records (not scholastic records) of all students including special needs students in accordance with the CODE OF VIRGINIA and the guidelines provided by the State Board of Education and the Library of Virginia. These records must be retained five (5) years after the student graduates or withdraws from YCSD or transfers to another school division. Should this information be needed for social security benefits or other purposes, the student (or parent/guardian, if the former student is less than 18 years of age) may obtain a copy of his/her records by calling 757-897-0314 no later than five (5) years after the student has withdrawn or graduated from YCSD.

12. Permanent or Long-Term Records
The permanent or long-term records include the academic transcript, immunization verification access log, final opt-out for directory information and termination (graduation/withdrawal) information. These records are retained for 75 years and are then destroyed.
13. Secondary School Transcripts
When college performance-related standardized test scores such as the SAT and ACT are available for a student, an eligible student, the student’s parent(s), guardian(s), or others having legal control or charge of that student can elect in writing to have these test scores excluded from the student’s transcript. To request an exclusion of the SAT and ACT from secondary transcripts, an eligible student, the student’s parent(s), guardian(s), or others having legal control or charge are required to complete the YCSD Transcript Request Form (I-93) and submit the request to the school division records manager.

Release of Students
REFERENCE: SCHOOL BOARD POLICY JED
No student will be permitted to leave school prior to dismissal at the request of or in the company of anyone other than a duly authorized school employee, a law enforcement officer, a court official, or the parent or guardian who has custody of the child unless written permission is first received from the parent or guardian of the student.

If a student is to be dismissed early, the parent, guardian or an adult approved by the parents must sign the child out from the office. For the student’s own protection, he/she will not be permitted to meet adults at a car, wait outside the building or walk home. STUDENTS MAY NOT BE PICKED UP DIRECTLY FROM THE CLASSROOMS. Parents are required to supply the school with written notification when their student is left in someone else’s care.

School Closings or Delays
The decision to close school due to inclement weather is a very difficult and serious undertaking. When deciding whether to close schools, factors that are taken into consideration include:
- Amount and type of forecasted inclement weather;
- Timing of the inclement weather;
- Condition of all streets (thoroughfare and residential) and bus stops; and
- Ability to clear parking lots and sidewalks around schools.

In the event of school closings or delayed opening, information is posted on the division’s website, YCSD-TV, Facebook and Twitter accounts as soon as decisions are made. In addition, any delay or cancellation information is shared via the division’s telephone and email notification system to all parent contact information on file for each student. Information is also provided to local television and radio stations, though the division cannot guarantee the broadcast or accuracy of closure announcements on these stations. In most instances notification will begin by 5:30 a.m. on the morning of the school closing. In the event of a 2-hour delay, no pre-kindergarten or EXTEND classes will be held.

In accordance with Section 22.1-98 of the CODE OF VIRGINIA, the following provisions are required:
- When severe weather conditions or other emergency situations have resulted in the closing of a school or the schools in a school division for less than five (5) days, the school or the schools in the school division shall make up such days as may be required by the Board’s regulations; however, the required make-up days shall not exceed the missing teaching days;
- When severe weather conditions or other emergency situations have resulted in the closing of a school or the schools in a school division for five (5) days, but no more than fifteen (15) days, the school or the schools in the school division shall make up the first five (5) days plus one (1) day for each two (2) days missed in excess of the first five (5), up to a maximum of nine (9) make-up days;
- When severe weather conditions or other emergency situations have resulted in the closing of a school or the schools in a school division for more than fifteen (15) days, the school or the schools in the school division shall make up at least ten (10) days; or
- When severe weather conditions or other emergency situations have resulted in the closing of any school in a school division and such school has been unable to meet the 180 teach day or 990 teaching hour requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days.
School Safety & Emergency Preparedness

REFERENCE: SCHOOL BOARD POLICIES EB AND EE
The safety of the school environment where your children spend much of their day is a top priority for YCSD. Staff work in partnership with national, state, and local safety officials – police, fire, emergency medical services, and public health – in order to ensure our schools are well prepared for an emergency.

All schools have comprehensive crisis plans in place to address a wide variety of emergency situations. These plans were developed in conjunction with safety officials and are reviewed annually. In general, each plan involves:

- the designation of an emergency incident management team;
- development of evacuation, reverse evacuation, shelter-in-place, and lockdown procedures;
- preparation of a portable emergency go-kit that contains key information and supplies;
- designation of appropriate evacuation sites;
- provisions for training personnel and exercising the plan;
- action guides for dealing with specific types of incidents; and
- Resources for help before, during and after an event.

Drills
Over the course of the school year, schools will hold several drills to help ensure that students and staff know what to do in the event of an emergency. These drills include, but are not limited to, fire, tornado and lockdown. Drills are not typically announced to students and staff prior to taking place in order to accurately assess emergency response procedures. School administrators will review safety and drill procedures with students and staff before the end of the first week of school. School safety and emergency information will also be shared with parents through school newsletters and at Back-to-School nights.

Many drills are held in coordination with the York-Poquoson Sheriff’s Office and the York County Department of Fire & Life Safety. To reduce confusion in the event of a true emergency, schools will not call or email families when a drill is held unless there are unusual circumstances.

Parent Information
Access to school facilities may be limited during an emergency as it may be necessary to keep the streets and parking lot clear for emergency vehicles. If it is hazardous for students to be released, everyone will be kept inside the school until notified by the authorities that it is safe outside. Schools will act with the safety of students in mind, and school official will always follow the directives of emergency personnel.

Parents are asked not to call or come to a school during an emergency. We understand and respect your concern, but it is essential that the telephone system is available for emergency communications and that staff are handling their emergency roles.

Emergency Notification
Parents will be notified of emergencies through the division’s rapid notification system. Parents are encouraged to remain close to their source of communication whether it is phone or email, to ensure they are receiving accurate and timely updates on the emergency from school division staff.

Search & Seizure
Lockers and other storage facilities are the property of the school board and are lent to the student for his/her use during school hours. School officials have the authority to open and inspect any and all storage spaces.

School officials also have the right to search any student and/or a student’s personal effects (e.g., purse, book bag) when there is reasonable suspicion to believe that the student possesses an item which violates the law, school policies and regulations, or which may be harmful to the school or its students. Such searches will be conducted by the administration with another person present. In no event will strip-searches of students be conducted.

The school administration has the authority to conduct routine patrols of student parking lots. Automobiles on school property are subject to search whenever a school administrator has reasonable suspicion to believe that illegal or unauthorized materials are contained in or on an automobile.

Random searches may be conducted on school property using metal detectors or dogs capable of detecting drugs, bombs and firearms. These searches may be conducted by school administrators or by law enforcement officers in coordination with school...
administrators. Canines shall not be used to search students.

Weapons of any nature, on school property or at school functions, are prohibited by policy and state law. The school administration has the authority to use stationary or mobile metal detectors to ensure that weapons and other dangerous objects are not brought onto school property or to school-sponsored functions.

School authorities may seize any illegal, unauthorized or contraband items or materials discovered on school grounds.

**Section 504 of the Rehabilitation Act of 1973**

Services for students who have been determined eligible under Section 504 of the Rehabilitation Act of 1973 are available in each school. Contact the building principal for information and referral procedures.

**Sex Offender Registry Notification**

**REFERENCE: SCHOOL BOARD POLICY KN**

YCSD 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 YCSD shall request electronic notification of the registration or re-registration of any sex offender in the same or contiguous zip codes as the school. Such request and notifications shall be made according to the procedure established by the Virginia Department of State Police. Pursuant to School Board Policy KN, registered sex offenders are prohibited from being on school board property. Parents can access information on the registry at: [http://sex-offender.vsp.virginia.gov](http://sex-offender.vsp.virginia.gov).

**Special Education**

**REFERENCE: SCHOOL BOARD POLICY IGBA**

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), special education and related services are provided at no cost to eligible students with disabilities ages 2 through 21. A multi-disciplinary team, including the parents or the adult student, determines eligibility for services based on evaluations conducted by school division and appropriate outside agencies. Disabilities include autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment including blindness.

If your child received special education services in another locality, please provide the school with a copy of your child’s current Individualized Education Plan (IEP) upon enrollment or as soon as possible. For more information about special education, contact either your school principal or the director of student services. To refer a child for special education evaluation, please contact your school principal.

**Note:** Special education records are destroyed five (5) years after student withdraws, transfers to another school division, graduates or completes a board of education program.

**EARLY CHILDHOOD SPECIAL EDUCATION**

**REFERENCE: SCHOOL BOARD POLICY IGBA**

YCSD’s Early Childhood Special Education program (ECSE) provides special education and related services for children who are two- to five-years-old who are eligible according to state and federal regulations.

Children may be found eligible for ECSE under one or more of the 13 disability categories defined in federal and state regulations. Once a child is found eligible, school personnel work collaboratively with the child’s family to develop an individualized education plan (IEP).

**VIRGINIA PRESCHOOL INITIATIVE**

The Virginia Preschool Initiative Program (VPI) serves at-risk students who have reached their third or fourth birthday by September 30th and are not served by the Head Start Program. VPI is a family-focused, language-based preschool program where students are engaged in high quality educational activities with a primary focus on school readiness, health, nutrition and social skills.

**SPECIAL EDUCATION ADVISORY COMMITTEE**

The Special Education Advisory Committee (SEAC) advises and assists YCSD on various aspects of the division’s special education programs. Information about regularly scheduled meetings is posted on the YCSD website and school division TV channel. Parents/guardians are also notified through the schools and the notification system phone calls and emails. Parents are encouraged to attend to hear
presentations on relevant special education topics and to share information on issues and concerns regarding special education in York County. Each meeting includes a public comment period. For information about this committee, contact student services at 757-898-0308 or contact one of the SEAC committee members. This contact information is listed on the division’s website: https://yorkcountyschools.org/parents/specialEducation/seac.aspx.

Individuals interested in serving on the SEAC should contact the director of student services at 757-898-0308 for an application.

**Student Property**

Students should be cautious with valuable personal items to prevent loss. In addition, students should not carry large amounts of cash. Schools are not responsible for lost items or theft of student property.

Possession of items forbidden in the conduct code or items that disrupt instruction may be confiscated by school personnel. In some cases, confiscated items will be returned only to parents/guardians. Illegal or contraband materials shall be turned over to the proper legal authorities for ultimate disposal.

**Telephone and Email Notification System**

YCSD uses an automated mass notification system to enhance school-to-home communications. Division and school staff use the system to notify parents/guardians of school closings, emergencies, student attendance and school events and activities via telephone and/or email.

To receive these messages, the school must have your up-to-date contact information. If you move, change jobs or obtain a new cell phone number, be sure to provide your child’s school with the new contact information so you will not miss a single notification message.

**Telephone Use**

The telephone is an essential instrument for school operation. Therefore, students will be allowed to use the classroom or office phone only in the event of unusual circumstances. Parents/guardians should limit requests for delivery of reminders or messages to students to only those of an urgent nature. Emergency or time-sensitive messages should be called into the front office and not left on classroom voice mail.

**Testing & Assessment**

**Reference: School Board Policy IKF and IKFA**

**Standards of Learning**

By emphasizing the Virginia Standards of Learning (SOL) throughout the instructional process, YCSD provides its students with a sound instructional program and prepares them for state-mandated SOL testing that occurs in the spring. SOL tests are untimed. In elementary schools, students take the following SOL tests: Reading and Math (Grades 3 to 5), History (Grade 4) and Science (Grade 5). In middle school, students take the following SOL tests: Reading and Math (Grades 6 to 8), History, Science and Writing (Grade 8). End-of-Course SOL tests may be given to students, based on graduation requirements, in the following subjects taken for high school credit: Algebra I, Algebra II, Geometry, World History I, World History II, World Geography, VA and US History, Earth Science, Biology and Chemistry. All students are given the following SOL tests: English: Reading & Writing (two (2) tests given in grade 11 that cover English 9-11 SOLs).

All students are required to earn a certain number of verified credits to be eligible for a standard or advanced studies high school diploma. Verified credits for graduation are based on a passing score on the required end-of-course SOL tests or state-approved substitute tests. Interventions are available for students who do not achieve a pass/proficient rating on SOL tests. Test accommodations are provided for eligible students with disabilities as documented in their IEP or 504 Plan. Students identified as English Learners (EL) are also eligible for test accommodations as described in their EL Instructional Plan.

Students and families are strongly encouraged to speak with the counseling staff or assessment and compliance coordinator at their school for information about schedules, deadlines and related topics. More specific information for SOL tests is available online at: [http://www.doe.virginia.gov/](http://www.doe.virginia.gov/).
ACCESS FOR ELLs 2.0
In accordance with the requirements of the Every Student Succeeds Act, English Learners (EL) in grades K-12 must participate in language proficiency testing. The ACCESS for ELLs 2.0 test assesses speaking, listening, reading and writing skills of EL.

NAGLIERI NONVERBAL ABILITY TEST (NNAT3)
The Naglieri Nonverbal Ability Test (NNAT3) is a non-verbal measure of general ability. Students in grade 1 are tested in the fall.

COLLEGE ENTRANCE EXAMINATIONS
- Scholastic Aptitude Test (SAT)
- American College Test (ACT)

Most degree-granting colleges require an admission examination of some kind, as specified in their bulletins or catalogs. Also, most colleges and sponsors of financial aid programs asks students to take either the ACT or the College Entrance Examination Board (CEEB) tests. The fall dates of either program are recommended for seniors. The spring dates are recommended for juniors who plan to continue their education beyond high school. Taking this test is the first step in entering the National Merit Scholarship Program and the National Achievement Scholarship Program.

ADVANCED PLACEMENT (AP) EXAMS
Students enrolled in advanced placement (AP) courses are encouraged to take AP exams. Many colleges offer advanced placement, college credit or both to students who obtain satisfactory scores. These tests are administered at all York County high schools.

ARMED SERVICES VOCATIONAL APPTITUDE TEST BATTERY (ASVAB)
This test is primarily for juniors and seniors. It measures aptitude in various vocational areas to provide assistance in determining possible life-long work study goals. It provides an opportunity to view military service as a potential career option while examining alternative civilian options. The test’s scores are combined to form five (5) aptitude job clusters. The job reference guide lists civilian job categories and military job specialties for which one of the five (5) aptitudes is most relevant. Information regarding the ASVAB can be obtained in high school counseling offices. The ASVAB is administered at all York County high schools on an “opt-in” basis with parent permission. High schools in YCSD will not release test results to the military, unless requested by the student.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IB DP)
International Baccalaureate Diploma Programme examinations are available to students who complete courses in any or all of the six (6) IB DP subject groups: English A Language and Literature HL; Classical Languages Latin SL, French SL or HL, Spanish SL or HL; History of the Americas HL; Biology HL, Chemistry HL, Physics SL; Mathematical Studies SL or Mathematics HL; Geography SL, Theatre HL. Colleges and universities may award credit to students based on their IB grades in the courses. IB grades are determined by the International Baccalaureate Organization based
on student performance on both internal assessments and the end-of-course examinations. The assessments are administered at York High School.

**IB DP Examination Schedule**

The Division Testing Calendar will be shared by schools prior to testing windows.

**Transportation**

**Reference: School Board Policy EEAB**

Students who attend York County schools and live within the county and outside of walking zones, are provided free transportation to and from designated bus stops to their zoned school. Transportation is also available for many after-school activities.

A copy of bus rider safety and behavior rules, along with an acknowledgment form, shall be sent to parents/guardians at the beginning of the school year. Acknowledgment forms must be completed by parents/guardians and returned to the school by the end of the first week of school.

- In addition, pursuant to the Code of Virginia § 22.1-16, § 22.1-177 and § 22.1-178, initial student rider safety training at the Pre-K to grade 1 levels shall occur during the first week of school with additional training on a periodic basis during the year.
- Emergency exit drills shall be practiced by all student riders during the first thirty (30) instructional days and the second in the second semester.

**Schedules and Routes**

The Transportation Department establishes bus routes, bus and driver assignments, bus stops and pick-up times. Parents/guardians will be notified prior to the start of the school year if there is any change in bus routes or bus stop locations from the previous year. In addition, this information is mailed to all kindergarten, sixth grade, and ninth grade students, as well as all new students whose registration is received by Transportation prior to the third week in August.

Bus services will not be provided on dead-end streets or roads that are less than a quarter mile from a principal road or street. In addition, bus service will not be provided on those roads which have not been accepted by the Virginia Department of Transportation for maintenance.

Following are the schools with neighborhoods designated as walking zones:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Manor Elementary School</td>
<td>Part of attendance area</td>
</tr>
<tr>
<td>Coventry Elementary School</td>
<td>Part of Coventry subdivision</td>
</tr>
<tr>
<td>Dare Elementary School</td>
<td>Grafton Station Apartments</td>
</tr>
<tr>
<td>Mt. Vernon Elementary and Tabb Middle Schools</td>
<td>Kings Villa and Plantation Acres</td>
</tr>
<tr>
<td>Queens Lake Middle School</td>
<td>Creekside Landing subdivision</td>
</tr>
<tr>
<td>Grafton Middle and Grafton High Schools</td>
<td>Glen Laurel and Grafton Woods subdivisions</td>
</tr>
</tbody>
</table>

**Bus Stops**

Secondary students may be required to walk up to four-tenths of a mile and elementary students a quarter mile to a bus stop. Bus stops for after-school activities can require some secondary students to walk up to one (1) mile.

Students should arrive at the bus stop no more than fifteen (15) minutes and no less than ten (10) minutes prior to the time for them to be picked up. Parents/guardians or their designee are encouraged to accompany their young children to and from the bus stop and remain until the bus has loaded or unloaded. Students are expected to stand quietly in line while waiting for the bus and to remain out of the street. Unavoidable bus delays occasionally occur; therefore, students should remain at the bus stop for at least fifteen (15) minutes beyond normal pick up time.

**Kindergarten Transportation**

Kindergarten students are transported to and from school with students in grades 1 through 5 who live in the same neighborhood. At the end of the school day, kindergarten students are dropped off at the bus stop with other students who are exiting the bus. If a kindergarten student is the only child at the bus stop, a parent/guardian (or other adult with permission to care for the child) must be present at the bus stop or the child will be returned to school.

Parents/guardians who do not want their child to be dropped off with other students must notify the transportation department and the principal at the elementary school their child attends.

**Requesting Bus Change**

Requests from parents for a student to occasionally ride a bus different from their regular bus for special activities must be in writing. A permanent bus change
must be in writing and forwarded to the associate director of vehicle maintenance and transportation. If a student is going home with another student, parents of both students must send a note requesting the change. Generally, school buses operate at capacity; therefore, permission may be given for baby-sitting purposes but not necessarily for other activities (e.g., parties, visit to play).

**Non-Students on Buses and/or Field Trips**

Insurance regulations prohibit any child not enrolled in YCSD from riding school buses.

*Note: This includes the children of parents who chaperone field trips on school buses. Parents/guardians should not board the bus at any time without permission.*

**Authority of School Officials for Student Conduct on the Bus and at the Bus Stop**

Students who ride the bus fall under the behavior expectations and guidelines found in the Student Handbook and Code of Conduct. School officials can investigate and provide disciplinary sanctions for student behaviors and conduct that occurs, on the bus, at the bus stop, and while in transport from the bus stop to their primary residence.

**Transportation to Special Instructional Programs**

YCSD will allow students to enroll in instructional programs in schools other than their home schools and will provide transportation for the following programs:

1. Enrollment in the School of the Arts (SOA) program
2. Enrollment in the NJROTC program
3. Enrollment in the International Baccalaureate (IB) program
4. Enrollment in the Governor’s School and New Horizons Educational
5. Enrollment in the Fine Arts Magnet Program at Waller Mill Elementary School (Magruder Elementary students only)

**Video Surveillance**

Video surveillance equipment will be used to monitor security and student behavior in high traffic areas of the schools or on school buses. Surveillance equipment may or may not be monitored at any time.

Video recordings may be used for disciplinary purposes. Law enforcement representatives may view video recordings pertaining to criminal investigations.

**Volunteers**

Volunteers play a vital role in each of our schools. Volunteers assist in the front office, in the classroom and on field trips. Volunteers also may act as mentors to students in our schools. If you would like to volunteer, or if you have questions about a school’s volunteer program, please contact your child’s school for more information. Non-parent volunteer information can be found on the division website at: yorkcountyschools.org/community/volunteers.

**Visiting Schools**

*Reference: School Board Policy KK*

All visitors must report to the office where they will be issued a visitor’s pass. Proper identification may be required before a visitor’s pass is issued.

Students from other schools inside or outside the county are forbidden to come on the campus of another school without a specific reason (e.g., to pick up a brother or sister, tutoring).

Parents wishing to visit classes should contact the school principal in advance of the proposed visit and arrange an appropriate visitation schedule. They also must obtain a visitor’s pass prior to going into classrooms. **Passes must be visibly displayed throughout any visit to the school.**

**Walking to School**

Walking to school is discouraged except in neighborhoods for which no transportation is provided (see Transportation Schedules and Routes). Students must have written permission from parents/guardians and the approval of the school to walk from neighborhoods in which transportation is provided. Walkers should not arrive at school more than 15 minutes before the beginning of the school day. Walkers must wait until buses have departed before leaving school grounds.

Any other information needed in reference to school division transportation should be directed to the transportation department at 757-898-0344.
Withdrawals
Parents/guardians are requested to notify the school office and the teacher at least one (1) week in advance of withdrawing students from school so that there will be adequate time to prepare records.

If a student withdraws prior to the last fifteen (15) days of school, grades to date will be given, but no indication of promotion/retention will be made on the report card. If a student withdraws within the last fifteen (15) days of the school year, final grades and grade placement for the next school year will be indicated. Upon request, parents/guardians may hand carry their child’s records to the new school. Parents/guardians must pick up these records in person and sign a release form for them. If records are to be sent directly to the receiving school, a release form should be signed by the parent/guardian. Parents may review their child’s records by contacting the school to schedule an appointment.

Work Permits
Work permits are no longer obtained from the schools. The Virginia Department of Labor and Industry issues work permits, now called employment certificates. More information may be found at: https://vaeecs.doli.virginia.gov/vaeecs/
Elementary Schools

Elementary Instructional Program
The elementary instructional program is based on developmentally appropriate practices for children kindergarten through grade 5. Within the learning environment, the intellectual, social, emotional and physical growth of students are considerations in daily instruction. The program offers opportunities for the learning of meaningful content, individual development and cooperation with others. The Virginia Standards of Learning are the foundation of each content area.

English: Reading
Literacy is the core of the elementary program. Using a balanced literacy approach, teachers provide instruction in the areas of comprehension, fluency, phonics, word study, and vocabulary. The reading program uses the rich language of literature and ideas from other content areas such as history and science to expand vocabulary, meaning and interest for the learner. Skills are developed as students read for understanding. Utilization of a wide variety of instructional materials such as textbooks, literature (prose and poetry), library books, reference materials, magazines, computer software and newspapers enhance the English program.

English: Writing
Writing, speaking and listening are important communication skills closely linked to the reading program. Students are encouraged to express ideas and share information through the writing process. Composition skills of grammar, spelling and mechanics are developed by drafting, editing, rewriting and publishing. Journals, stories, poems, essays, letters, reports, presentations and dramatizations are among the ways students are taught to communicate effectively.

Mathematics
Conceptual understanding, computational fluency, and problem-solving skills provide a balanced foundation for a mathematics program designed to develop skill and competency in each student. Mathematical process goals of communicating, connecting, reasoning, representing and problem-solving are used by both teacher and students daily in mathematics instruction to promote student understanding and ability to apply mathematical principles.

History/Social Sciences
The study of families, communities, the Commonwealth of Virginia, the United States and ancient world cultures reveals an ever-expanding vision of the world for the elementary student. Exploration of history, cultures, customs, geography, economics, civics and current events are key components of history/social science instruction.

Science
In the elementary program, the study of science includes experiments, field experience and “hands-on” investigations designed to provide meaningful learning about the physical and biological world. Textbooks, laboratory materials, trade books and scientific equipment are used to develop scientific literacy.

Resource Classes
In addition to the core content areas, elementary students also receive instruction in health and physical education, the fine arts and library skills. Health education is organized around three (3) content strands: essential health concepts, healthy decisions, and advocacy and health promotion. The physical education standards are grouped into five (5) overarching content strands: motor skill development, anatomical basis of movement, fitness planning, social development, and energy balance. Fine arts instruction includes active learning in the visual arts and music, as well as performance and exhibit opportunities. In the library resource class, students engage in research and reference activities as well as select books for independent reading.

Fine Arts Magnet – Waller Mill Elementary
At the Fine Arts Magnet, students in grades 1 through 5 receive enrichment and instruction in choral/exploratory instrumental music, drama, visual arts and dance. Young artists work together to prepare performances and create exhibitions that display their appreciation of the arts, develop critical thinking.
and problem-solving skills, and enhance self-esteem. In addition, specific activities develop creativity and critical thinking, and students benefit from partnerships with community fine arts groups and organizations. Excellence in the arts is both a natural extension of the academic program and an integral part of the core curriculum.

The curriculum for this magnet program integrates the fine arts into core academic areas (e.g., history: a study of the music and art of a particular time period as a reflection of the culture and society of that era). The interdisciplinary focus of this arts and academics program provides students with core instructional hours similar to those of non-magnet school students and prepares them for the Standards of Learning tests.

Literacy and math instruction continue as appropriate at all grade levels. Please call 757-220-4060 for additional information.

**Math, Science & Technology Magnet – Yorktown Elementary**

The Yorktown Elementary Magnet School provides students in grades 1 through 5 with enriched instructional opportunities for in-depth studies of math, science and technology in conjunction with a strong academic program in all subject areas. As young mathematicians and scientists expand their horizons, they develop critical-thinking and problem-solving skills. Students participate in a wide variety of math, science and technology activities that facilitate the development of scientific inquiry skills. They also benefit from mentoring by real-world scientists and mathematicians. "Exploratoriums," delivered in a resource setting, integrate instructional technology and focus on various aspects of science and mathematics.

Students participate in the traditional resource areas of physical education, music, art, and library with the addition of STEM learning opportunities.

Please call 757-898-0358 for additional information.
Middle and High School

Program of Studies

The Program of Studies (POS) is designed to provide students and their parents with information that will assist them in course selection with long-range academic and career planning. The POS includes information on diplomas and graduation requirements, promotion and credit information, special recognitions, career planning, and specialty instructional programs and course offered in the middle and high schools of the York County School Division (YCSD).

The following specialty programs are currently available:

- Advanced Placement and Advanced Courses
- Early College Program
- Dual Enrollment
- Early College =Scholars
- Governor’s Health Sciences Academy
- Governor’s School for Science & Technology (GST)
- Honors Program
- International Baccalaureate Diploma Programme
- Naval Sciences
- School of the Arts
- Virtual High School
- Virtual VA
- York River Academy

To access the YCSD Program of Studies, visit https://yorkcountyschools.org/docs/ProgramofStudies.pdf.

Additional information about courses and programs is also available in the school counseling office at each school.

Academic Achievement

Middle schools recognize outstanding academic achievement as follows:

- Honor Roll posted
- Certificates for all “A’s”

High schools recognize outstanding academic achievement as follows:

- Awards will be made based on academic achievement after the third quarter. Each award will be based on the previous year’s fourth quarter and the first, second, and third quarters of the current year.

Clubs and Activities

The policy governing membership in school clubs and organizations, and the duties and responsibilities of these groups, is basically the same at all division middle schools and high schools. Information concerning membership privileges and responsibilities may be obtained from sponsors. With certain specified exceptions, high school students are required to pass a minimum of five subjects, or the equivalent, during the semester prior to participation in extracurricular activities. Credit for summer school work must be applied to the immediate preceding semester.

Driving and Parking

1. Only those students in work-study programs, in mentorships and practicums, with medical excuses, or with special permission of the principal have permission to have vehicles on school property.
2. Driving/parking permits are issued by the principal or his/her designee.
3. Violators are subject to loss of permits, suspension and/or removal of vehicles.
4. All vehicles parked on school property must be locked.
5. Students who drive vehicles onto school property are responsible for any and all contents in the vehicles.
6. All vehicles on school property are subject to search.
7. All students will be charged a parking fee of $50 per semester for a total of $100 for an academic year. A $5 fee will be charged to the following:
   - Career Mentoring, Marketing, Business and Human Services students participating in work-study programs for credit

Social Networking & the Use of Web Resources

The internet’s portability and access to mobile technologies has increased active engagement and learning in both site-based and virtual classrooms.
Social networking enables learners to connect, collaborate and form virtual communities. Students and teachers are able to use various web-based collaboration, communication and presentation tools solely to support instruction. Teachers will monitor and educate students about online safety and responsible use of social networking applications.

**Uniforms**

Uniforms for cheerleaders, majorettes and other school marching or performing units may be prescribed as part of the requirements of membership. Purchase, rental or clearing costs are the responsibility of unit members and their parents.

Students who participate in the physical education program will wear attire suitable for exercise and complex movement. Physical education attire is available for purchase at your school, but is not required for participation credit. Requirements may be different for middle and high school students depending on the physical demands of the program.
A Word to Parents

Dear Parents/Guardians:

Schools do the best job of educating your children when they can concentrate on teaching and not on maintaining order. We must all work together. Both the home and the school must support the proposition that students have responsibilities as well as rights.

When you think we are right, back us at home. When you think we are wrong, come to school and discuss it with us. That is a reasonable course for people who have the same goal – a good education for your child in a well-disciplined environment.

You can begin by reading this conduct code, discussing it with your student, and completing the parental acknowledgement form.

Thank you for your support.
THIS PAGE INTENTIONALLY LEFT BLANK
Students Rights & Responsibilities

Students in YCSD have both rights and responsibilities. It is the obligation of the school division to protect those rights and insist upon those responsibilities.

**EQUAL EDUCATIONAL OPPORTUNITIES**

**Right**
All students enrolled in the York County School Division are provided, by law, access to a free public education. Students have the right to a public education unimpaired because of gender, race, religion, national origin, pregnancy, disability, parenthood, marital status, or any reason not related to their individual capabilities.

Students who fail to graduate or who fail to achieve the number of verified credits required for graduation have the right to a free public education until the year in which the students reach their 20th birthday on or before August 1. Students with disabilities who have an individualized education program and students for whom English is a second language have the right to a free public education through the age of 21. *(CODE OF VIRGINIA § 22.1-253-13-4 B-C)*

**Responsibility**
Students are members of a learning community at each school. Students are expected to work with staff and their peers to protect the rights of others to study and learn in a discrimination and harassment free environment.

**SCHOOL ENVIRONMENT**

**Right**
Students have the right to a safe and orderly environment while in schools, classrooms, or at school activities.

**Responsibility**
Students have the responsibility to ensure that their actions do not disrupt the school environment by exhibiting safe and orderly behavior. Students should avoid actions or activities, individually or in groups, which interfere with the right of any person to a public education.

**FREE EXPRESSION**

**Right**
Students are entitled to express their opinions both verbally and in writing within boundaries of the law.

**Responsibility**
Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, violate the law, or violate the requirements of this Handbook.

**FREEDOM OF RELIGIOUS BELIEF**

**Right**
Students have the right to their own religious beliefs.

**Responsibility**
Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.

**FREEDOM OF ASSEMBLY**

**Right**
Students may hold meetings at a time, place and in a manner which does not disrupt or disturb classroom instruction.

**Responsibility**
Students have the responsibility to secure approval for using school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the functions, and to ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.

**PRIVACY**

**Right**
Students have the right to protection from unlawful search and seizures of their personal possession(s) or their persons.

**Responsibility**
Students have the responsibility not to endanger themselves, other students, school personnel, or the public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state, or local law, or the provisions of this Handbook.
2021-2022 YCSD Dress Code
The York County School Division recognizes that clothing is one of the primary ways that students express their personalities and ideas when attending school. In doing so, expressions must be in a responsible manner suitable for the school setting, and should not interfere with or cause a substantial disruption to the learning environment or present a potential safety hazard. All York County School Division students are expected to dress appropriately for a K-12 educational environment. Clothing should fit, be neat and clean, and meet the standards of safety, good taste, appropriateness, and decency.

The following guidelines apply to all students while in attendance at school or school-sponsored events during the school day. The principal or principal designee at each school reserves the right to determine what dress and appearance is appropriate, and will be fair in addressing situations as they arise.

Pants/Shorts/Bottoms
Dresses, skirts, shorts, athletic shorts, or other similar clothing must be at least midthigh in length (typically mid-thigh would be below the tip of the thumb when placed at sides – arms straight with palms down). We want students to be comfortable however, when students sit or bend over, their buttocks should not be exposed.

All pants must be worn at the natural waistline. Ripped/distressed pants with loose hanging fabric, rips/holes over the buttocks or that expose undergarments will not be permitted. No pants/shorts/bottoms should pose a safety hazard.

The principal or designee reserves the right to determine appropriateness of excessive rips.

Shirts/Tee Shirts/Tops
Shirts must cover the torso (including back) and midriff. Muscle shirts, tube tops, halter tops, or shirts with spaghetti straps may not be worn during the school day. Shirt material may not expose anything being worn as an undergarment. Shoulder straps must be at an appropriate width (typically a 3-finger width).

Head Coverings
In general, hats, caps, hoods, bandannas and sunglasses may not be worn during the school day. Headwear may be worn for educational, religious, and ethnic reasons; if culturally specific or significant; if necessary for medical purposes; or, if it serves a necessary function (examples may include but are not limited to hijabs, yarmulkes, head wraps, braids, locs, cornrows).

Face Coverings
During times of pandemics or widespread illness caused by viruses, students will be permitted to wear masks that cover their mouth and nose. Guidelines that are more specific will be provided by the school division in these particular cases with guidance from the Center for Disease Control (CDC), Virginia Department of Health (VDH) and the Virginia Department of Education (VDOE).

Footwear
Footwear must be worn at all times. Safety considerations may dictate the type of footwear worn in specific classes or school settings.

General Expectations Regarding Clothing and Accessories
Students’ clothing, haircuts, tattoos or other accessories may not display any of the following:

- Weapons
- Pictures of tobacco products
- Drugs
- Alcohol
- Nudity
- Vulgarity
- Obscene, lewd, or profane words
- Anything perceived as gang affiliated
- Other prohibited expressions as outlined by the principal

Violation of the student dress code may result in disciplinary action.
Citizenship

Citizenship is one of the competencies of the Profile of a Virginia Graduate, and is the quality of a student’s response to membership in the school community.

Before graduation, schools are required to ensure that students develop the following competencies known as the Five C’s:

The YCSD character education program is closely aligned with citizenship, and is more than just not breaking school rules. Learners grow as citizens when they:

- Demonstrate respect, trustworthiness, respectfulness, fairness, responsibility, and caring
- Appreciate democratic values and institutions
- Strive to understand the past, participate in the present, and care about the future
- Recognize diversity as a strength
- Act as a steward of self, community and the world

Character education is built on respect, and integrated into the K-12 instructional program, school procedures, and school environment. The goal of the program is to join with parents in helping students develop responsible attitudes and behaviors in an effort to prepare them for work and further education. It is just as important to teach and evaluate citizenship, as it is to teach and evaluate academic content.

As part of the program, teachers are required to discuss the following citizenship standards with their students:

1. Attend class regularly except for excused absences.
2. Arrive to class on time.
3. Come to class with necessary materials.
4. Complete homework assignments.
5. Meet deadlines.
6. Do own work when independent work is required.
7. Participate in class activities and discussions.
8. Exercise reasonable care of school property.
9. Show respect for others.
10. Exercise good conduct.

Elementary school students will receive a quarterly citizenship evaluation based on the citizenship displayed at school. Comments that support the citizenship evaluation may also be included on the school report card. In addition, schools are encouraged to recognize good citizenship during the school year. Students who exhibit “unsatisfactory” citizenship may have the following privileges withdrawn: after-school clubs, public performances not required as part of the classroom curriculum, or the Bring-Your-Own-Technology privilege.

Secondary school students do not receive an official evaluation on citizenship; however, teachers may include comments relating to citizenship on the report card, and recognize good citizenship during the school year. Secondary students who exhibit unsatisfactory citizenship may have the following privileges withdrawn: athletics, after-school recreation, school clubs, student government, public performance of music, dance, drama, and speech that are not required as part of the classroom curriculum, special field trips not a part of regular classroom work, school dances and assemblies, Graduation ceremony, or Bring-Your-Own-Technology privilege.
Conflict Resolution & Restorative Conferencing:
Student Expectations & Responsibilities

BACKGROUND
In compliance with the CODE OF VIRGINIA (§ 22.1-279.6), the York County School Division is committed to ensuring that every student can learn in a safe, positive, and disruption-free environment. Conflicts and disagreements are a natural part of human growth and development. Resolution and mediation skills are necessary for individuals to demonstrate progress and personal growth. Students are expected to use peaceful means to resolve conflict and should not rely on violence, verbal or physical confrontations to address disputes. Managing and dealing with conflict reinforces Virginia’s “5 C’s” and Profile of a Graduate expectations related to citizenship. Students are expected to be able to express views, opinions, and concerns in a manner that is respectful and appropriate.

In alignment with the American School Counseling Association Mindsets & Behaviors for Student Success, school counselors promote standards that enhance the learning process and create a culture of college and career readiness for all students. Students demonstrate the following learning strategies, self-management skills, and social skills through classroom lessons, activities and/or individual/small-group counseling, specific to conflict resolution:

- Gather evidence and consider multiple perspectives to make informed decisions
- Demonstrate ability to assume responsibility
- Demonstrate effective coping skills when faced with a problem
- Use effective oral and written communication skills and listening skills
- Create positive and supportive relationships with other students
- Demonstrate empathy
- Demonstrate social maturity and behaviors appropriate to the situation and environment

The following tools are available to students and families who experience conflict or need a peer-based dispute resolved.

PEER MEDIATION
Students who experience peer-to-peer conflict may schedule an appointment with their school counselor to arrange a peer mediation or restorative conference. Students may also be referred for peer mediation by parents, peers, school administrators, or school staff who become aware of a potential conflict or dispute. Before engaging in a peer mediation or restorative conference session students will be asked to agree with the following principles:

- Acknowledgement that there is an incident resulting in a breach of trust or conflict that requires mediation to resolve
- Authentic desire to repair the relationship and harm caused by the conflict
- Abide by the resolution agreement developed by the school counselor or facilitator
- Agree to treat information and conversations held during the mediation/conference as confidential
- Acknowledgement that failure to abide by the resolution agreement may result in disciplinary sanctions if the conflict escalates to verbal or physical conflict

Peer mediation is a tool intended to diffuse student conflicts in an appropriate manner. Student participation is voluntary. Students may elect not to participate in a mediation session. In these incidents, the student conduct code will be used to address any violations of school board policy and/or school rules and disciplinary sanctions may apply dependent on the situation.

FORMAL RESTORATIVE CONFERENCING
Conflicts and incidents that are complicated or pervasive, and continue to be an issue even after school level staff have attempted to mediate and resolve the problem, can be referred for a formal conference. The formal conference will be facilitated by a trained facilitator and will follow the guidelines published by the International Institute for Restorative Practices. Formal conferences must be pre-scheduled and should be considered only after peer-mediation and small group restorative conferencing has proved ineffective in addressing a conflict. If a formal conference is deemed necessary, school administrators will work in concert with the Department of School Administration to facilitate the meeting. For additional information, you may contact the Director of School Administration, at 757-833-2182.
Bullying and Cyberbullying, and Reporting

What is Bullying and Cyberbullying?

Bullying is intentional, repeated, aggressive and unwanted behavior, physical, psychological or emotional, that is intended to:

- Harm, intimidate, or humiliate the victim
- Involves a real or perceived power imbalance between the aggressor(s) and victim
- Occurs over a period of time or causes severe emotional trauma.

Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplay, argument or peer conflict(s). Behavior that is found to be bullying will result in disciplinary action.

Cyberbullying is a form of bullying that includes, but is not limited to, using information and communication technologies, such as email, call phone, text message, instant messaging, defamatory websites or polling sites, to support deliberate, hostile behavior intended to harm others. Cyberbullying using YCSD network, YCSD computers or other wireless communication devices on school grounds, on school property or at school-related activities will result in disciplinary action.

Cyberbullying that occurs off school grounds and/or does not include the use of YCSD network or computers may also result in disciplinary action if it causes or is likely to cause a substantial disruption to the school environment or violate the rights of students, staff, or teachers.

Warning Signs

Possible warning signs that a child is being bullied:

- Has few, if any, friends with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, “illogical” route when walking to or from the bus stop or school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;
- Complains frequently of headaches, stomachaches, or other physical ailments;
- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has trouble sleeping or has frequent bad dreams;
- Experiences a loss of appetite.

What To Do If You Suspect That Your Child Is Being Bullied?

1. Talk with your child. Tell your child that you are concerned and that you would like to help.
2. Talk with staff at your child’s school. Call or set up an appointment to talk with your child’s teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. If you are not comfortable talking with your child’s teacher or if you are not satisfied with the conversation, make an appointment to meet with your child’s counselor or principal to discuss your concerns.

If I Witness Bullying Behavior, How Can I Help?

Bystanders often feel uncomfortable when they see another child bullied. Many do nothing to stop the bullying. They may even join in the bullying to avoid becoming targets themselves. Adults can help by persuading children to become “heroes” by standing up for others or by reporting the bullying to a parent or teacher. Research shows that most bullying incidents end when bystanders speak up for the victim.

How Can I Report Bullying Behavior?

- Tell a trusted adult
- Call the YCSD Hotline 757-890-5000
- Online at yorkcountyschools.org/Reportit
- Report it! On the YCSD App

*Reports made online or to the HOTLINE are confidential. Reports are retrieved and investigated daily. Reports made after 5 p.m. will be retrieved by 8 a.m. the next business day. Please call 911 for emergencies.
<table>
<thead>
<tr>
<th></th>
<th>CONFLICT</th>
<th>RUDE</th>
<th>MEAN</th>
<th>BULLYING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occurrence</strong></td>
<td>Occasional</td>
<td>Occasional</td>
<td>Once or Twice</td>
<td>Is Repeated</td>
</tr>
<tr>
<td><strong>Level of Intent</strong></td>
<td>Not planned; in the spur of the moment</td>
<td>Spontaneous action; unintentional</td>
<td>Intentional</td>
<td>Is planned and done on purpose</td>
</tr>
<tr>
<td><strong>Level of Impact</strong></td>
<td>All involved are upset</td>
<td>Can cause hurt feelings; upset</td>
<td>Can hurt others deeply</td>
<td>The target of the bullying is upset and / or hurt</td>
</tr>
<tr>
<td><strong>Perceived Motivation</strong></td>
<td>All parties want to work things out</td>
<td>Based on thoughtlessness; poor manners or narcissism</td>
<td>Based on anger; impulsive cruelty</td>
<td>Bully tries to gain control over the situation and / or target</td>
</tr>
<tr>
<td><strong>Observed Behavior</strong></td>
<td>All parties involved accept responsibility</td>
<td>Rude person accepts full responsibility</td>
<td>Behavior is often regretted</td>
<td>Bully blames the target</td>
</tr>
<tr>
<td><strong>Observed Behavior</strong></td>
<td>An effort is made by all parties involved to solve the problem</td>
<td>Rude person apologizes or makes an effort to resolve problem</td>
<td>Both parties may come to a resolution with or without a mediator</td>
<td>The target wants to stop the bully’s behavior; the bully does not</td>
</tr>
<tr>
<td><strong>How to Respond</strong></td>
<td>May be addressed by using the Conflict Resolution procedures outlined on pages 49</td>
<td>May be handled by speaking with a school counselor and requesting a peer mediation</td>
<td>Should be handled by reporting the situation to a parent/guardian and notifying a school administrator or school counselor</td>
<td>Should be handled by reporting the situation to a parent/guardian and notifying a school administrator or school counselor</td>
</tr>
</tbody>
</table>
Bus & Bus Stop: Student Responsibilities & Expectations

REFERENCE: SCHOOL BOARD POLICY EEA
To ensure the safe transport of students to and from school and school-sponsored activities, students are required to conduct themselves in a manner consistent with the CODE OF CONDUCT. Students who attend York County schools and live within the county and outside of walking zones are provided free transportation to and from designated bus stops to their zoned school. Riding the bus is a privilege and should be respected and valued. School bus rules apply when traveling for extra-curricular trips under school sponsorship. It is the school division’s goal to provide students a safe environment when riding on the school bus. The following expectations are instituted to maintain safety and order.

WALKING TO THE BUS STOP OR SCHOOL
- If possible, walk with a buddy or in groups of at least two (2) or three (3) friends.
- Try to walk on the sidewalks. If there are no sidewalks, walk facing traffic.
- Be on time, and leave plenty of time to walk safely to the school or bus stop.
- Use caution and cross streets only at corners or crosswalks.
- Remain alert at all times by refraining from wearing headphones or texting while walking.
- Wait for the school bus at least ten (10) feet from the road and further away if the weather is bad.
- Avoid strangers. If an unknown adult approaches you, run away and immediately report the incident to a trusted adult.

GETTING ON AND OFF THE BUS
- Wait for the bus to come to a complete stop before you get on or before you stand up to get off.
- If you drop something near the bus, do not pick it up, as the driver may not see you. Instead, ask the driver for help.
- Be safe by holding the handrail while going up and down the stairs.
- Quickly but safely, find a seat and sit down.
- Be careful to wear clothing and carry backpacks that will not be caught on bus handrails and doors.

RIDING THE BUS
- Be respectful, follow all bus driver instructions and be courteous to the driver.
- Be safe by keeping the bus aisle clear and remaining in your seat while the bus is in motion. Keep hands, feet, and inappropriate comments to yourself to ensure an orderly environment.
- Be responsible by talking with friends quietly so the driver will not be distracted.
- Save food and drinks for when you exit the bus to prevent spills and accidents.
- Keep your personal belongings secure and with you at all times.

LEAVING THE BUS
- Be safe by remaining seated until the bus comes to a complete stop.
- Be responsible by removing all your belongings from the bus and cleaning up any trash in your seat. Keep your area in a neat and orderly manner.
- Be respectful by exiting the bus at your assigned stop once the bus has come to a complete stop and the driver has indicated it is safe to disembark.

REQUESTING BUS CHANGE
Bus changes should be kept to a minimum and authorized in emergency or special circumstances. All requests for a student to ride a bus different from their regular bus must be in writing. A permanent bus change must be in writing and forwarded to the associate director of vehicle maintenance and transportation. If a student is going home with another student, parents of both students must send a note requesting the change. Generally, school buses operate at capacity; therefore, permission may be given for babysitting purposes but not necessarily for other activities (e.g., parties, visit to play).

QUESTIONS?
If you have any questions or you see behavior that causes you concern, you can contact the York County School Division Transportation office at 757-898-0344.
Parental/Family Rights & Responsibilities

Family involvement is the key to a successful educational experience.

As a parent, you are your child’s first teacher, and often times, you can help to provide positive options for your child when situations arise at school.

WHAT ARE MY RIGHTS AS A PARENT?
As a partner in the overall education of your child, you have the right to:

- Actively participate in the school community
- Work collaboratively with teachers, staff, and your child
- Ask questions about your child’s academic or developmental progress
- Acknowledge positive experiences for your child and provide feedback
- Be informed of the School Division’s policies and expectations for your child
- Receive information about your child’s progress on a consistent basis
- Collaborate with school staff to advocate for your child
- Involvement in matters concerning your child
- Timely notice of matters concerning your child

WHAT ARE MY RESPONSIBILITIES AS A PARENT?
As a partner in the overall education of your child, you have the responsibility to:

- Support the school community
- Review the Student Conduct Code section with your child to help ensure understanding of the expectations and support staff in fulfilling the Student Conduct Code
- Promote positive behavior and good decision making by your child
- Make school attendance a priority for your child, and notify the school when your child is absent, tardy, or leaving early
- Help ensure your student is appropriately dressed for school and prepared with needed learning materials
- Work collaboratively to address matters in an age appropriate manner for the student
- Meet with school staff when requested
- Be respectful in all school-related interactions
- Provide updated emergency contact information in case of emergency and provide any custody documents (if applicable)
- Review and complete the form acknowledging receipt and review of the Student Handbook and Conduct Code
It is the mission of the York County School Division to engage all students in acquiring the skills and knowledge needed to make productive contributions in the world. As delineated in the Profile of a Virginia Graduate, it is the responsibility schools to ensure students demonstrate competency in citizenship, which involves individual responsibility and self-regulation of behavior. 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.

F. Persistently Dangerous Behaviors (PD): These behaviors are described in the Virginia’s Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act (ESSA) of 2015.

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.

**Tiered System of Support**
York County School Division (YCSD) is committed to creating a safe, supportive, and positive environment where school staff respond to student behaviors with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting student needs, and keeping students in school. The Virginia Tiered Systems of Support is data-driven framework for establishing the academic, behavioral, and social-emotional supports needed to foster student success. YCSD utilizes this VDOE approved approach to ensure students receive instruction and training in social-emotional competencies:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills, and
5. Responsible decision-making
### Tier 1 Supports
Each YCSD school has worked with staff members to develop unique school-wide rules and expectations to support all students. Tier I supports consist of universal practices and services designed to foster safe, supporting, and caring school and classroom environments. Prior to students being referred for administrator interventions, classroom teachers may use the following behavior supports to help re-focus and re-engage students to maintain an appropriate learning environment.

<table>
<thead>
<tr>
<th>Proactive and Preventative Classroom Supports Coordinated by the Teacher</th>
<th>Instructional Responses for Classroom Managed Behaviors (Teacher-Based)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations that align with PBIS practices and the school-wide behavior expectations matrix.</td>
<td>• Restructure/revise classroom practices based upon student needs.</td>
</tr>
<tr>
<td>• Build positive relationships with students and families.</td>
<td>• Adjust pacing of instruction to increase on-task behavior.</td>
</tr>
<tr>
<td>• Model and practice expectations in the appropriate settings.</td>
<td>• Change student seating.</td>
</tr>
<tr>
<td>• Re-teach/review expectations throughout the school year (i.e., quarterly, after breaks).</td>
<td>• Provide immediate positive feedback when students engage in expected behavior.</td>
</tr>
<tr>
<td>• Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments.</td>
<td>• Respond calmly, restating the desired behavior.</td>
</tr>
<tr>
<td>• Use more positive than corrective statements (4:1 ratio).</td>
<td>• Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets).</td>
</tr>
<tr>
<td>• Create a classroom acknowledgement system to increase responsible student behavior.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Re-teach desired behavior.</td>
<td>• Re-teach desired behavior.</td>
</tr>
<tr>
<td>• Problem-solve the behavior during a teacher-student conference using active listening.</td>
<td>• Problem-solve the behavior during a teacher-student conference using active listening.</td>
</tr>
</tbody>
</table>
• 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).
• Use flexible classroom arrangements/seating.
• 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 re-teach behavior).

**Level 1 Administrative Responses to Student Behavior**

Supporting students and correcting behavior requires a team approach. Administrators and school-based intervention teams will engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions and sanctions, for inappropriate behavior, will be addressed with instruction and intervention in order to:

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

Please Note: Consequences and corrective actions may include interventions from multiple response levels.

**Level 1 Responses**

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

- Teacher and Administrator interventions
  - Re-teaching or modeling desired behavior
  - Positive Behavior Reward or Intervention System
  - Behavior Monitoring and Progress Chart
  - Behavior contract
  - Seat change
  - Loss of classroom/school privileges
  - Detention (before school, after school, or during lunch)
  - Reflection-Think Sheet
  - Letter of apology
  - Community service (must be approved by administrator and parent)
  - Conflict resolution or restorative conference
  - Temporary removal from class (no longer than 30 minutes or 1 class period)
  - Student-Teacher-Parent or Student-Administrator-Parent Conference
**Level 2 Responses:** Administrative responses and interventions at this level are designed to 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.

- Check-in and Check-out (CICO)
- Restorative conference or peer mediation
- Detention (before school, after school, or during lunch)
- Saturday school detention
- Referral to school intervention team
- In-school suspension (ISS) 1-3 days
- Class removal (less than half of school day)
- Social probation
- Community service (approved by parent and school administrator)

**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.

- Out-of-school suspension (1-10 days)
- Social probation/Loss of school privileges
- Re-entry meeting with parent and school administrator (re-entry contract)

**Level 4 Responses:** Level 4 behaviors require a report to the division hearing officers who serve as the superintendent’s designee. A referral to the hearing officer 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.

- Long-term suspension (11-45 days)
- Alternative placement/Change of placement
- Social probation
- Referral to Law Enforcement

**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.

- Long-term suspension (46-364 days)
- Expulsion (365 days) -- may only be issued by the School Board
- Alternative Placement/Change of placement
- Referral to Law Enforcement
York County School Division
Student Behavior Expectations and Standards of Conduct:
Elementary
## Elementary Schools Leveled Responses to Student Behaviors

### Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students
( Elementary Schools)

<table>
<thead>
<tr>
<th>BAP Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAP 1</td>
<td>Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 2</td>
<td>Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 3</td>
<td>Scholastic dishonesty (such as cheating, plagiarism)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 4</td>
<td>Unexcused tardiness to class</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 5</td>
<td>Unexcused tardiness to school</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures
( Elementary Schools)

<table>
<thead>
<tr>
<th>BSO Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSO 1</td>
<td>Altering an official document or record</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 2</td>
<td>Giving false information, misrepresentation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 3</td>
<td>Refusal to comply with requests of staff in a way that interferes with the operation of school</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 4</td>
<td>Failure to be in one’s assigned place</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dress Code Violation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Gambling (games of chance for money or profit)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Possessing items that are inappropriate for school (examples include toys, literature, electronics)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Possession of stolen items</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Unauthorized use of school electronic or other equipment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Violation of the Acceptable Use of Technology/internet policy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Violation of school board policy regarding the possession or use of portable communication devices</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Vandalism, graffiti or other damage to school or personal property</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)**

(Experimental Schools)

<table>
<thead>
<tr>
<th>RB Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RB 1</td>
<td>Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia’s Public Schools)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 2</td>
<td>Cyberbullying (See Model Policy to Addressing Bullying in Virginia’s Public Schools)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 3</td>
<td>Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Notify Law Enforcement</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>RB 4</td>
<td>Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 5</td>
<td>Stealing money or property without physical force</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 6</td>
<td>Speaking to another in an uncivil, discourteous manner</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 7</td>
<td>Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 8</td>
<td>Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>RB 9</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>RB 10</td>
<td>Failure to respond to questions or requests by staff</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 11</td>
<td>Unwanted or inappropriate physical contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

(Elementary Schools)
<table>
<thead>
<tr>
<th>BSC Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 5</td>
<td>Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 6</td>
<td>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</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 7</td>
<td>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.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BSC 10</td>
<td>Bus: Endangering the safety of others on the bus</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 11</td>
<td>Fire alarm: Falsely activating a fire or other disaster alarm</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 12</td>
<td>Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 13</td>
<td>Engaging in reckless behavior the creates a risk of injury to self or others</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 14</td>
<td>Fighting that results in no injury as determined by the school administration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 15</td>
<td>Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 16</td>
<td>Throwing an object that has the potential to cause a disturbance, injury, or property damage</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 17</td>
<td>Shoving, pushing, striking, biting another a student with no visible injury</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 18</td>
<td>Exposing body parts, lewd or indecent public behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 19</td>
<td>Physical contact of a sexual nature – patting body parts, pinching, tugging clothing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community

(Secondary Schools)

<table>
<thead>
<tr>
<th>BESO Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BESO 1</td>
<td>Assault: Intending to cause physical injury to another person</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 2</td>
<td>Assault and Battery: Causing physical injury to another person</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO 3</td>
<td>Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 4</td>
<td>Striking Staff: The use of force against a staff member when no injury is caused</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 5</td>
<td>Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO 6</td>
<td>Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community

(Intermediate and Secondary Schools)

<table>
<thead>
<tr>
<th>BESO Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BESO 1</td>
<td>Assault: Intending to cause physical injury to another person</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 2</td>
<td>Assault and Battery: Causing physical injury to another person</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO 3</td>
<td>Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 4</td>
<td>Striking Staff: The use of force against a staff member when no injury is caused</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 5</td>
<td>Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO 6</td>
<td>Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO</td>
<td>Description</td>
<td>Xs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Drugs: Using controlled substances or illegal drugs or synthetic hallucinogens or unauthorized prescription medications</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Fire: Attempting to set, aiding in setting, or setting a fire</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in § 18.2-46.1</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Hazing as defined in § 18.2-56 and noted in § 22.1-279.6</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Threatening, intimidating, or instigating violence, injury or harm to a staff member or members</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel</td>
<td>X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Using an object not generally considered to be a weapon to threaten or attempt to injure students or others</td>
<td>X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Bomb threat – Making a bomb threat</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THIS PAGE INTENTIONALLY LEFT BLANK
### Secondary Schools Leveled Responses to Student Behaviors

#### Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students

(Secondary Schools)

<table>
<thead>
<tr>
<th>BSO Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAP 1</td>
<td>Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 2</td>
<td>Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 3</td>
<td>Scholastic dishonesty (such as cheating, plagiarism)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 4</td>
<td>Unexcused tardiness to class</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 5</td>
<td>Unexcused tardiness to school</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures

(Secondary Schools)

<table>
<thead>
<tr>
<th>BSO Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSO 1</td>
<td>Altering an official document or record</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 2</td>
<td>Giving false information, misrepresentation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 3</td>
<td>Refusal to comply with requests of staff in a way that interferes with the operation of school</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 4</td>
<td>Failure to be in one’s assigned place</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 5</td>
<td>Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 6</td>
<td>Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 7</td>
<td>Dress Code Violation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO Code</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Notify Law Enforcement</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>BSO 8</td>
<td>Gambling (games of chance for money or profit)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 9</td>
<td>Possessing items that are inappropriate for school (examples include toys, literature, electronics)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 10</td>
<td>Possession of stolen items</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 11</td>
<td>Unauthorized use of school electronic or other equipment</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 12</td>
<td>Violation of the Acceptable Use of Technology/internet policy</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 13</td>
<td>Violation of school board policy regarding the possession or use of portable communication devices</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 14</td>
<td>Vandalism, graffiti or other damage to school or personal property</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)**

(Secondary Schools)

<table>
<thead>
<tr>
<th>RB Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RB 1</td>
<td>Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia’s Public Schools)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 2</td>
<td>Cyberbullying (See Model Policy to Addressing Bullying in Virginia’s Public Schools)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 3</td>
<td>Posting, distributing, displaying, or sharing inappropriate material or literature, including using</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 4</td>
<td>Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 5</td>
<td>Stealing money or property without physical force</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB Code</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Notify Law Enforcement</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>RB 6</td>
<td>Speaking to another in an uncivil, discourteous manner</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 7</td>
<td>Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 8</td>
<td>Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 9</td>
<td>Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 10</td>
<td>Failure to respond to questions or requests by staff</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 11</td>
<td>Unwanted or inappropriate physical contact</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>BSC Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1</td>
<td>Alcohol: Possessing, using, or being under the influence of alcohol</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BSC 2</td>
<td>Alcohol: Distributing alcohol to other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BSC 3</td>
<td>Drugs: Possessing drug paraphernalia</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 4</td>
<td>Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 5</td>
<td>Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes,</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 6</td>
<td>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</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC Code</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Notify Law Enforcement</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>----------------------</td>
</tr>
<tr>
<td>BSC 7</td>
<td>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</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 10</td>
<td>Bus: Endangering the safety of others on the bus</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 11</td>
<td>Fire alarm: Falsely activating a fire or other disaster alarm</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 12</td>
<td>Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 13</td>
<td>Engaging in reckless behavior the creates a risk of injury to self or others</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 14</td>
<td>Fighting that results in no injury as determined by the school administration</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 15</td>
<td>Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 16</td>
<td>Throwing an object that has the potential to cause a disturbance, injury, or property damage</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 17</td>
<td>Shoving, pushing, striking, biting another a student with no visible injury</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 18</td>
<td>Exposing body parts, lewd or indecent public behavior</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 19</td>
<td>Physical contact of a sexual nature – patting body parts, pinching, tugging clothing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 21</td>
<td>Stalking as described in the CODE OF VIRGINIA, Section 18.2-60.3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 22</td>
<td>Stealing money or property using physical force (no weapon involved)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 24</td>
<td>Leaving school grounds without permission</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 25</td>
<td>Trespassing</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# BSC Code and Description

<table>
<thead>
<tr>
<th>BSC Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 26</td>
<td>Possessing dangerous instruments/substances that could be used to inflict harm upon another</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BSC 27</td>
<td>Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

## Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community

(Secondary Schools)

<table>
<thead>
<tr>
<th>BESO Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BESO 1</td>
<td>Assault: Intending to cause physical injury to another person</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 2</td>
<td>Assault and Battery: Causing physical injury to another person</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 3</td>
<td>Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 4</td>
<td>Striking Staff: The use of force against a staff member when no injury is caused</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 5</td>
<td>Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 6</td>
<td>Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 7</td>
<td>Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 9</td>
<td>Fire: Attempting to set, aiding in setting, or setting a fire</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 10</td>
<td>Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 11</td>
<td>Hazing as defined in § 18.2-56 and noted in § 22.1-279.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BESO Code</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Notify Law Enforcement</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>BESO 12</td>
<td>Threatening, intimidating, or instigating violence, injury or harm to a staff member or members</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO 13</td>
<td>Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 15</td>
<td>Using an object not generally considered to be a weapon to threaten or attempt to injure school</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 16</td>
<td>Using an object not generally considered to be a weapon to threaten or attempt to injure</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BESO 17</td>
<td>Bomb threat – Making a bomb threat</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Category PD: Persistently Dangerous: Behaviors described in the Virginia’s Unsafe School Choice Option Policy required by the federal *Every Student Succeeds Act of 2015* (Secondary Schools)

<table>
<thead>
<tr>
<th>PD Code</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Notify Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD 1</td>
<td>Homicide - Firearm</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 2</td>
<td>Homicide - Other Weapon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 3</td>
<td>Sexual Assault</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 4</td>
<td>Attempted Sexual Assault</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 5</td>
<td>Use of a Bomb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 6</td>
<td>Assault with Firearm or Weapon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 7</td>
<td>Actual or Attempted Robbery</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 8</td>
<td>Kidnapping/Abduction</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 9</td>
<td>Malicious Wounding without a Weapon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD 10</td>
<td>Aggravated Sexual Battery on a Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD Code</td>
<td>Description</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Notify Law Enforcement</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Category III</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 11</td>
<td>Illegal Possession of Handgun</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 12</td>
<td>Illegal Possession of Rifle or Shotgun</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 13</td>
<td>Illegal Possession of Any Other Projectile Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 14</td>
<td>Illegal Possession of Bomb</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 15</td>
<td>Illegal Possession of Other Firearms</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 16</td>
<td>Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Procedures for Dealing with Violations & Right of Appeal

Fair rules should not be unfairly enforced
and must be enforced in accordance with existing laws and regulations

Procedural Due Process
No student may be punished for alleged violation of the student code of conduct without due process. All students are entitled to an oral or written notice of the charges, an explanation of the evidence and an opportunity to present his/her side of the story.

Student Right to Due Process Before Issuance of Disciplinary Sanctions and Consequences

The principal, assistant principal, or designee shall meet with the student for the purpose of:

a) Presenting oral or written notice of the reported code of conduct infraction,

b) Giving an explanation of the evidence concerning the infraction report, and

c) Giving the student an opportunity to present his/her side of the story.

In all circumstances, the process of questioning a student begins with considering the nature of the offense, whether it rises to the level of criminal activity, and the age/development of the student.

School officials have a direct responsibility for student behavior as well as school safety and security. That responsibility allows school officials the latitude to question students in an effort to maintain safe schools. Law enforcement officers should not be involved in questioning students as a part of routine school operations when no evidence suggests a crime has been committed. (Reference: 8 VAC 20-131-210)

Issuance of Disciplinary Sanctions and Consequences

Upon completion of procedural due process and based on the nature of the violation, the principal, assistant principal, or designee may:

a) Issue a school-based intervention (peer mediation, community service, teacher-student conference, etc.).

b) Assign Alternative to Suspension (ATS): alternative setting for less than half of the instructional day.

c) Assign In-school Suspension (ISS): alternative setting for half or the entire instructional day.

d) Issue an Out-of-School Suspension (OSS): removal from school setting for one (1) to ten (10) instructional days.

Procedures for Out-of-School Suspension

When a student is suspended, the principal or designee will make multiple efforts to contact and inform the parent or guardian by phone or by email. Parents and guardians are asked to ensure that contact information is correct. In addition, within one (1) school day, the principal or designee will send a notice to the parent/guardian containing the following information:

a) A statement of the facts leading to the decision to suspend.

b) The date and time when the student will be allowed to return to school.

c) A statement of the parent’s or student’s right to have access to the student’s records.

Re-entry Meeting Following an Out-of-School Suspension

Following an out-of-school suspension, school officials will schedule a student re-entry meeting. In most cases, the meeting will include the student, school administrator, and school counselor. Parents/guardians may be required to attend the meeting if deemed appropriate by school-based staff. If requested by school officials, the parent/guardian is required to attend the re-entry conference regarding their behavior and/or conduct of concern.

Appeal Process for an Out-of-School Suspension

A review of a short-term suspension may be requested in writing of the principal within five (5) days of the incident. Appeals should specifically address the reason the parent(s)/guardian(s) disagree with the administrator’s disciplinary decision. For example, the parent(s)/guardian(s) believe there was an issue with the investigation process, an improper violation was cited, or inappropriate disciplinary consequences were rendered. During the appeal process, the student will serve the disciplinary consequences(s). If the original disciplinary disposition is overturned or reduced, the student’s disciplinary record will be amended and any academic impacts will be corrected.
The decision of the principal may be appealed to the superintendent or his designee in writing within five (5) days of the principal’s decision. The decision of the superintendent or his designee is final.

A review of a long-term suspension may be requested of the superintendent or his designee in writing within five (5) days of the incident. Thereafter, the decision of the superintendent or his designee may be appealed further to the School Board in writing within five (5) days of receipt of the superintendent’s decision. The School Board has the ability to increase or decrease the consequence.

**Disposition Definitions**

**Student Conference:** The first line of discipline is with the classroom teacher. Formal and informal conferences are held between the student and teacher. If problems become more serious, the administrator will hold a conference with the student in an attempt to improve behavior. Many times the student’s counselor will also be included in the conference. Where appropriate, the student may be given a warning that a particular behavior is unacceptable and that repetition of such behavior could result in more severe consequences. Parents/guardians will not necessarily be contacted before administrators discuss an incident with students who are directly involved or who are witnesses.

**Parent/Guardian Contact:** The most effective person in dealing with student discipline problems is the parent/guardian. Teachers, counselors, and administrators will contact parents/guardians by phone or letter in an effort to keep parents/guardians informed of student conduct.

**School Conference with Parent/Guardian:** Parents/guardians are encouraged to set up an appointment with any teacher, counselor, or administrator to discuss their student’s progress or problems. In the case of a suspension, a parent/guardian may be asked to come to school to reinstate the student.

**Confiscation:** Any student’s property, which disrupts the learning environment, will be removed from that student’s possession.

**Restitution:** The replacement of or payment for property lost, damaged, destroyed or stolen will be required. The Code of Virginia § 22.1-280.4 provides that the School Board may take action against a student or the student’s parent(s)/guardian(s) for any actual loss, breakage, destruction or failure to return property.

**Detention (before school, lunch, after school, Saturday):** Detaining a student for disciplinary reasons during non-instructional time. Detention requires a student to spend additional time at school or denies a student access to a class or activity. This is a method of discipline that may be employed by any teacher or administrator to keep a student beyond school hours in the hope of correcting inappropriate behavior. Parents/guardians must be notified, and detention generally should not exceed two (2) hours. Students may be assigned a detention on Saturdays for a maximum of four (4) hours.

**Loss of Privilege to Ride a School Bus:** This is a method of discipline, which may be employed by an administrator in the hope of correcting inappropriate behavior on the school bus. Parents must be notified when their child will not be permitted to ride the bus. If bus privileges are denied, parents are responsible for providing transportation to and from school.

**Social Probation and Loss of Privilege to Participate in Academic Clubs or Athletics:** This is a method of discipline employed by administrators as a consequence for inappropriate behavior and for Level 2, 3 or 4 violations of the conduct code. Length of exclusion from extracurricular activities, including academic clubs, graduation activities, or athletic participation, may extend to the end of the academic year or longer.

**Alternative to Suspension (ATS):** ATS is a short-term removal from the classroom of less than one-half (1/2) school day that is not considered a suspension (ISS or OSS). During ATS, students will complete schoolwork in an isolated, supervised setting.

**In-School Suspension (ISS):** ISS is a short-term removal from the classroom of one-half (1/2) day or more. During ISS, students will attend school and complete schoolwork in an isolated, supervised setting. During this time, the student will be denied school privileges and participation in or attendance at school activities.
Short-Term Suspension of Students: A short-term suspension is any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten (10) days of school.

Making up Work: Students are responsible for the completion of their assignments and classwork during a short-term suspension. Students are allowed to make up all work and assignments, including, but not limited to, quizzes, research papers, essays, reports, projects, tests, and quarterly assessments for full credit.

Long-Term Suspension of Students: A long-term suspension is any disciplinary action whereby a student is not permitted to attend school for more than ten (10) school days but less than forty-six (46) calendar days. In accordance with state and federal regulations, students with disabilities who are suspended for greater than ten (10) days constitutes a change in placement and requires a manifestation determination review (MDR).

A student under any out-of-school suspension is not to enter onto any YCSD property or bus in York County nor is he/she to participate in or attend a school-sponsored activity in which a York County school is utilized. To do so is considered trespassing. This includes York County Parks and Recreation activities occurring on School Division property.

Long-Term Suspension for Aggravating Circumstances: A long-term suspension may extend longer than forty-five (45) calendar days if a student’s conduct represents aggravating circumstances, as defined by the Virginia Department of Education. Aggravating circumstances includes: (1) A student engaged in misconduct which caused serious harm (including, but not limited to, physical, emotional and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s) as determined by a threat assessment; or (2) A student’s presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff or others in the school; or (3) A student engaged in a serious offense that is (a) persistent (repeated similar behaviors are documented on the student’s disciplinary record) and (b) unresponsive to targeted interventions as documented on the student’s disciplinary record. Long-term suspension of a student for more than forty-five (45) calendar days for aggravating circumstances can be applied by the division superintendent or the School Board.

Expulsion

An expulsion is any disciplinary action imposed by the School Board whereby a student is not permitted to attend school within the School Division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

A student with a disability may be recommended for expulsion only after an IEP committee has determined through a MDR that the misconduct was not caused by, or directly and substantially related to, the student’s disability.

Expulsion of Students Under Certain Circumstances

In compliance with the federal Improving America’s Schools Act of 1994 (Part F – Gun Free Schools Act of 1994) and the Code of Virginia § 22.1-277.07, the School Board shall expel from school attendance for a period of not less than one (1) year any student whom the School Board has determined, in accordance with the procedures set forth in this article, to have possessed a firearm on school property, or at school-sponsored activities as prohibited by § 18.2-308.1 of the Code of Virginia; to have possessed a firearm or destructive device as defined in subsection E of the Code of Virginia, a firearm muffler or firearm silencer, or a pneumatic gun as defined in subsection E of § 15.2-915.4 of the Code of Virginia on school property, or at school-sponsored activities. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. The School Board may expel from school attendance for a period of not less than one (1) year any student whom the School Board has determined to have possessed a firearm in a vehicle on school property, or at school-sponsored activities in accordance with § 18.2-308.1 of the Code of Virginia. Nothing in the Code of Virginia § 22.1-277.07 shall be construed to require a student’s expulsion regardless of the facts of the particular situation.
EXPULSION OF STUDENTS FOR CERTAIN DRUG OFFENSES
The School Board shall expel from school attendance any student whom the School Board has determined, in accordance with the procedures set forth in the CODE OF VIRGINIA § 22.1-277.08, to have brought a controlled substance, imitation controlled substance, or marijuana as defined in § 18.2-247 onto school property or to school-sponsored activities. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. Nothing in the Virginia code section shall be construed to require a disciplinary action regardless of the facts of the particular situation.

PROCEDURES FOR HANDLING DRUG VIOLATIONS
First offense for being under the influence, possession, and/or use of Marijuana, Synthetic Cannabinoids, Controlled Substances, Imitation Controlled Substances or Drug Paraphernalia: (a) a ten (10) day out-of-school suspension with a recommendation for long-term suspension (b) Long-term suspension of forty-five (45) days, with thirty (30) days held in abeyance if the student and family: (i) agrees to complete a drug/substance assessment and intervention program with a trained professional (at parent expense) (ii) loss of driving privileges for ninety (90) days (iii) loss of the privilege to participate in extracurricular activities, including academic clubs, athletics, school dances or proms for sixty (60) school days (iv) complete a reflection essay. Failure to agree to the terms of an abeyance agreement will result in the imposition of the entire thirty (30) days.

Second offense for being under the influence, possession, and/or use of Marijuana, Synthetic Cannabinoids, Controlled Substances, Imitation Controlled Substances or Drug Paraphernalia: a ten (10) day out-of-school suspension with a recommendation for expulsion.

DISCIPLINE/ADMINISTRATIVE HEARING
As defined by the Virginia Department of Education, a discipline hearing is an opportunity for a review of facts known about an alleged incident. It is an opportunity to learn more about the incident and to address any information that the parent/guardian or student believes is inaccurate. Discipline hearings are the only administrative avenue for exercising due process rights. If parents/guardians fail to take part in hearings, they may waive their opportunity to be heard and to appeal decisions they may disagree with. Discipline hearings are required for certain violations of the student code of conduct or can be initiated if a school principal makes a recommendation for long-term suspension or expulsion.

The hearing officer may make a decision at the end of the hearing or wait to send the decision in a written format. Per the CODE OF VIRGINIA, while the decision may be shared verbally, the hearing officer is required to send the final decision in writing.

A review of a 10-day or more suspension with a recommendation for long-term suspension, alternative placement, or possible expulsion may be conducted by the division superintendent or the hearing officer. During the hearing, an assessment of the facts will be completed regarding the recommendations made by the school's administrators. Thereafter, any recommendation for expulsion shall be forwarded to the School Board in accordance with the policies contained herein.

APPEAL PROCESS FOR LONG-TERM SUSPENSION ISSUED BY THE HEARING OFFICER
A review of a long-term suspension may be requested of the superintendent or his designee in writing with five (5) days of receipt of the hearing officer's written decision. Thereafter, the decision of the superintendent or his designee may be appealed further to the School Board in writing within five (5) days of receipt of the superintendent's decision. The School Board has the ability to increase or decrease the consequence.

RECOMMENDATIONS FOR POSSIBLE EXPULSIONS
All recommendations for expulsion require a formal hearing before members of the school board. Parents/guardians must receive written notice that a recommendation for expulsion has been made regarding a student. An administrative hearing will be held by the superintendent or his designee to further assess the recommendation made by the school principal prior to the recommendation for expulsion being forwarded to the School Board for formal action. A parent/guardian must receive written notice that the School Board will thereafter consider expulsion. This notice will include the date, time, place of the hearing and the specific charges. The student and
his/her parent/guardian (or a legal representative) has the right to call witnesses, question school officials, and present information on behalf of the student.

**Law Enforcement and Student Conduct**

Law enforcement officials will be permitted to question students while they are under the authority of the school. The following provisions will be met:

1. Parents or guardians will normally be notified of requests to interview students to allow parents/guardians to be present, unless otherwise requested by law enforcement.
2. If the interview occurs at school, a school administrator may be present at the request of the student, parent/guardian or law enforcement. In these situations, the school administrator will serve in a supportive but non-advisory role.
3. Information derived from questioning will be kept in strict confidence by school officials unless legal procedures will require otherwise.
4. Students are not to be released into the custody of others without establishing the fact that the person assuming custody is the parent, legal guardian, a person designated by same, or law enforcement official.

**Searches and Seizures**

Lockers and other storage facilities are the property of the school board and are lent to the student for his/her use during school hours. School officials have the authority to open and inspect all storage spaces.

School officials also have the right to search any student and/or a student’s personal effects (e.g., purse, book bag) when there is reasonable suspicion to believe that the student possesses an item which violates the law, school policies and regulations, or which may be harmful to the school or its students.

Such searches will be conducted by the administration with another person present. In no event will strip-searches of students be conducted.

The school administration has the authority to conduct routine patrols of student parking lots. Automobile on school property are subject to search whenever a school administrator has reasonable suspicion to believe that illegal or unauthorized materials are contained in or on an automobile.

Random searches may be conducted on school property using metal detectors or dogs capable of detecting drugs, bombs and firearms. These searches may be conducted by school administrators or by law enforcement officers in coordination with school administrators. Canines shall not be used to search students.

Weapons of any nature on school property or at school functions are prohibited by policy and state law. The school administration has the authority to use stationary or mobile metal detectors to ensure that weapons and other dangerous objects are not brought onto school property or to school-sponsored functions.

School authorities may seize any illegal, unauthorized or contraband items or materials discovered on school grounds. Illegal or contraband materials shall be turned over to the proper legal authorities for ultimate disposal.

**Voluntary Surrender of Inappropriate Items**

If a student discovers something in his or her possession which is not permitted at school, that student should immediately report it to an administrator or other staff. Staff responsible for initiating follow-up action shall take into account that the student voluntarily brought the matter to the attention of the staff.
Appendices

Appendix A
School Board Policy GB
Equal Employment Opportunity/Nondiscrimination

I. Policy Statement
The York County School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention, or other personnel actions affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, ancestry, political affiliation, sex, gender, age, marital status, genetic information or disability is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation. The York County School Board shall provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons. Further, the York County School Board shall not discriminate against qualified disabled persons in the provision of health, welfare and other social services.

The statement, “York County School Board is an equal opportunity employer,” shall be placed on all employment application forms.

II. Notice of Policy/Prevention
This policy shall be: (1) posted in prominent areas of each school division building, (2) included in employee handbooks and (3) provided to any employee or candidate for employment upon request. Training to prevent prohibited discrimination should be included in employee in-service training.

III. Complaint Procedure
A. File Report
Any person who believes he has not received equal employment should report the alleged discrimination to one of the compliance officers designated in this policy. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the compliance officers designated in this policy.

The reporting party should use the form, Report of Discrimination, GB-F, to make complaints of discrimination. However, oral reports and other written reports will also be accepted. The complaint must be filed with one of the compliance officers designated in this policy. Any complaint that involves the compliance officer shall be reported to the superintendent.

The complaint and the identity of the complainant and the person or persons allegedly responsible for the discrimination will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. A complainant who wishes to remain anonymous will be advised that anonymity may limit the school division’s ability to fully respond to the complaint.

B. Investigation
Upon receipt of a report of alleged discrimination, the compliance officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than thirty (30) school days after receipt of the report by the compliance officer. Upon receiving the complaint, the compliance officer will acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the complainant and the superintendent. If the compliance officer determines that more than fourteen (14) school days be required to investigate the complaint, the complainant and the superintendent will be notified of the reason for the extended investigation and the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person(s) alleged to have
violated the policy and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the complainant and the person(s) responsible for the alleged discrimination. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case-by-case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The compliance officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint alleges the superintendent has violated this policy, then the report shall be sent to the school board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

C. Action by Superintendent

Within ten (10) school days of receiving the compliance officer's report, the superintendent or designees shall issue a written decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken. If the complaint alleges that the superintendent has violated this policy, then the school board’s standing Equal Employment Opportunity/Nondiscriminatory committee shall make the decision and determine what action should be taken. If the school board does not have such a standing committee, at its next scheduled meeting it shall appoint a committee consisting of three (3) of its members to handle the matter. The committee shall issue a written decision within fourteen (14) calendar days of the time the school board receives the compliance officer’s report or the time a committee is appointed, if there is no standing committee. The written decision shall state (1) whether this policy was violated and (2) what action, if any, should be taken.

The written decision must be mailed to or personally delivered to the complainant within ten (10) calendar days of the issuance of the decision. If the superintendent or committee concludes that prohibited discrimination occurred, the York County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including dismissal.

D. Appeal

If the division superintendent or committee determines that no prohibited discrimination occurred, the person who was allegedly subjected to discrimination may appeal this finding to the school board within five (5) school days of receiving the decision. Notice of appeal must be filed with the superintendent, or with a member of the committee which issued the written decision, who shall forward the record to the school board. The school board shall make a decision within thirty (3) calendar days of receiving the record. The school board may ask for oral or written argument from the aggrieved party and the division superintendent, or the committee, whichever issued the written decision, and any other individual the school board deems relevant. Written notice of the school board’s decision will be given to the complainant.

Employees may choose to pursue their complaints arising under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

E. Compliance Officer and Alternate Compliance Officer

The York County School Board has designated the division’s chief human resources officer as the compliance officer responsible for identifying, investigating, preventing and remediating prohibited discrimination. Complaints of discrimination may also be made to the alternate compliance officer, the division’s chief operations officer.

The compliance officer shall:

- Receive reports or complaints of discrimination;
- Conduct or oversee the investigation of any alleged discrimination;
- Assess the training needs of the school division in connection with this policy; and
- Ensure that any discrimination investigation by an impartial investigator who is trained in the requirements of equal employment opportunity,
and has the authority to protect the alleged victim, and others during the investigation.

IV. **Retaliation**
Retaliation against employees who report discrimination or participate in the related proceedings is prohibited. The school division shall take appropriate action against any employee who retaliates against another employee or candidate for employment who reports alleged discrimination or participates in related proceedings. The compliance officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

V. **Right to Alternative Complaint Procedure**
Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

VI. **Prevention and Notice of Policy**
Training to prevent discrimination should be included in employee orientations and in-service training. This policy shall be (1) displayed in prominent areas of each division building in a location accessible to school personnel, and (2) included in employee handbooks. All employees shall be notified annually of the names and contact information of the compliance officers.

VII. **False Charges**
Employees who knowingly make false charges of discrimination shall be subject to disciplinary action.

ADOPTED: January 27, 2014

RESTATEMENT: January 22, 2018; May 18, 2020


CROSS REFERENCES: AC Nondiscrimination; GBA/JFHA Prohibition against Harassment and Retaliation; GBM Professional Staff Grievances; GCPD Professional Staff Discipline; JB Equal Educational Opportunities/Nondiscrimination
## Appendix B
### School Board Policy GB-F
#### Report of Discrimination

<table>
<thead>
<tr>
<th>Name of Complainant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Employees, Position:</td>
</tr>
<tr>
<td>For Applicants, Position Applied For:</td>
</tr>
<tr>
<td>Address, Phone Number and Email Address:</td>
</tr>
<tr>
<td>Date(s) of Alleged Discrimination:</td>
</tr>
<tr>
<td>Name(s) of person(s) you believe discriminated against you or others:</td>
</tr>
</tbody>
</table>

Describe in detail the incident(s) of alleged discrimination, including where and when the incident(s) occurred. Name any witnesses that may have observed the incident(s). Include a description of any past incident(s) that may be related to this complaint. Attach additional pages if necessary.

I certify that the above information provided in this report is true, correct and complete to the best of my knowledge.

<table>
<thead>
<tr>
<th>Signature of Complainant:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Complaint Received By:</th>
<th>Compliance Officer:</th>
<th>Date:</th>
</tr>
</thead>
</table>

ADOPTED: January 27, 2014
RESTATEMENT: January 22, 2018
© 10/12 VSBA
Appendix C
School Board Policy GBA/JFHA
Prohibition against Harassment and Retaliation

I. Policy Statement
The County School Board of York County, Virginia is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity. The Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on protected group status at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student’s or employee’s protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division shall:

- promptly investigate all complaints, written or verbal, of harassment based on protected group status at school or any school sponsored activity;
- promptly take appropriate action to stop any harassment;
- take appropriate action against any student or school personnel who violates this policy; and
- take any other action reasonably calculated to end and prevent further harassment of school personnel or students.

II. Definitions - General

“Compliance Officer” is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversee investigation of those complaints as described below.

“Sexual harassment prohibited by Title IX” means conduct on the basis of sex that satisfies one or more of the following:

- unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board’s education program or activity; or


“Title IX Coordinator” means the person designated by the School Board to coordinate its efforts to comply with its responsibilities under this policy and Title IX.

The Title IX Coordinator may be contacted at titleixcoordinator@ycsd.york.va.us.

III. Prohibited Conduct Generally

A. Harassment Based On Sex

- 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

“Sexual harassment prohibited by Title IX” means conduct on the basis of sex that satisfies one or more of the following:

• an employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual’s participation in unwelcome sexual conduct;

• unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board’s education program or activity; or


B. Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual’s race, national origin, disability or religion when the conduct

• creates an intimidating, hostile or offensive working or educational environment;

• substantially or unreasonably interferes with an individual’s work or education; or

• otherwise is sufficiently serious to limit an individual’s employment opportunities or to limit a student’s ability to participate in or benefit from the education program.

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

• graffiti containing racially offensive language

• name calling, jokes or rumors

• physical acts of aggression against a person or his property because of that person’s race, national origin, disability or religion

• hostile acts which are based on another’s race, national origin, religion or disability

• written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

C. Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including socioeconomic level regardless of whether the personal characteristic is protected by law.
The York County School Division expects its entire staff, including the division superintendent, the School Board, teachers, other school board employees, employees of virtual school programs, school volunteers who work with or in its schools (“division personnel”) and other vendors providing services to the division and/or students, to set examples for students in terms of appropriate conduct and behavior. Students are best served by a school climate that is both welcoming and professional with very clear standards of conduct. All adults in the division share the responsibility in creating a safe learning and teaching environment that is free from adult misconduct including adult sexual misconduct.

The protection of students from such misconduct is a division priority and it is the obligation of all division personnel to observe boundaries governing interaction and communication with students. The division demonstrates its commitment to protecting students from sexual abuse and misconduct through:

- Strict compliance with all state laws and regulations related to the screening of prospective employees for the conviction of barrier crimes and founded cases of child abuse and neglect;
- The development, effective implementation, training and education relating to and enforcement of clear and reasonable policies governing the interaction of students and division personnel;
- The establishment of channels of reporting by students and parents of suspected misconduct and abuse, and the prompt notification of law enforcement when criminal activity is alleged or suspected;
- Disclosure of formal reprimands and dismissals for violating division policies on sexual misconduct and abuse prevention to school divisions seeking references; and
- Strict compliance with all state laws and regulations related to reporting to the Virginia Department of Education of resignations and dismissals of licensed employees related to convictions of barrier crimes and founded cases of abuse.

Adherence to division policy on student - Division personnel interactions not only creates a safe and healthy environment for students, it also serves to protect division personnel from false accusations and accusations based on misunderstandings.

IV. Complaint Procedures

A. Reporting – All Harassment

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to the Title IX Coordinator or to any school personnel. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited harassment should report such conduct to the Title IX Coordinator or to any school personnel. Any school personnel who has notice that student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to the Title IX Coordinator. Any complaint that involves the Title IX Coordinator should be reported to the superintendent.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also accepted.

The complaint, and identity of the person allegedly harassed and alleged harasser, will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a person allegedly harassed who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division’s ability to fully respond to the complaint.

After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process below is followed. If they cannot be sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures below. The Title IX Coordinator also determines whether the alleged harassment may also constitute criminal conduct and ensures that law enforcement officials are notified if necessary.

If the alleged harassment may also constitute child abuse, then it must be reported to the Department of
Social Services in accordance with Policy GAE Child Abuse and Neglect Reporting.

B. Complaints of Harassment that are Not Sexual Harassment

1. Procedures
   a. Generally
      The Compliance Officer
      • receives complaints of harassment referred by the Title IX Coordinator;
      • conducts or oversees the investigation of any alleged harassment referred by the Title IX Coordinator;
      • assesses the training needs of the school division in connection with complaints referred by the Title IX Coordinator;
      • arranges necessary training; and
      • ensures that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

2. Compliance Officer Formal Procedure
   a. Investigation
      Upon receiving a referral of a complaint of alleged prohibited harassment from the Title IX Coordinator, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 30 school days after referral of the complaint to the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also, upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the person allegedly harassed. If the Compliance Officer determines that more than 30 school days will be required to investigate the complaint, the person allegedly harassed and the alleged harasser shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

      The investigation may consist of personal interviews with the person allegedly harassed, the alleged harasser and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the person allegedly harassed and others pending the completion of the investigation.

      In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

      The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

      All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

   b. Superintendent Disposition
      Within 10 school days of receiving the Compliance Officer’s report, the superintendent or superintendent’s designee shall issue a decision regarding whether this policy was violated. This
decision must be provided in writing to the person allegedly harassed and the alleged harasser. If the superintendent or superintendent’s designee determines that it is more likely than not that prohibited harassment occurred, the York County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the superintendent or superintendent’s designee determines that prohibited harassment occurred, the superintendent or superintendent’s designee may determine that school-wide or division-wide training be conducted or that the person allegedly harassed receives counseling.

c. Appeal
If the superintendent or superintendent’s designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment may appeal this finding to the School Board within 5 working days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party, the superintendent and any other individual the School Board deems relevant. Written notice of the School Board’s decision will be given to both the alleged harasser and the person allegedly harassed.

A party wishing to appeal the Superintendent’s disposition must file notice of appeal with the Superintendent within 5 working days from receipt of the disposition. The record shall be forwarded to the School Board for review. The School Board shall make a decision within 30 calendar days of receiving the record.

e. Compliance Officer Informal Procedure
If the person allegedly harassed and the person accused of harassment agree, the person allegedly harassed’ s principal or principal’s designee or supervisor may arrange for them to resolve the complaint informally with the help of a counselor, teacher or administrator.
If the person allegedly harassed and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Compliance Officer Formal Procedures set forth herein. The principal or principal’s designee or supervisor shall notify the person allegedly harassed and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

C. Complaints of Sexual Harassment Prohibited by Title IX

1. Definitions – Specific to Sexual Harassment
“Actual knowledge” means notice of sexual harassment prohibited by Title IX or allegations of sexual harassment prohibited by Title IX to the Title IX Coordinator or any official of the school division who has authority to institute corrective measures or to any employee of an elementary or secondary school. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX. “Consent” is clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual activity. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is
not a complainant or otherwise a party. The allegations in a formal complaint must be investigated. In response to a formal complaint, the Title IX Grievance Process below is followed.

“Program or activity” includes locations, events or circumstances over which the School Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

2. Title IX Grievance Process and Procedures
   a. Generally
   Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The reporting party may use the form, Report of Harassment, GBA-F/JFHA-F, to make a complaint.

Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator. Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board are notified
   • of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator; and
   • that the School Board does not discriminate on the basis of sex in its education program or activity and that it is required by Title IX not to discriminate in such a manner. The notification states that the requirement not to discriminate extends to admission and employment and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

The School Board prominently displays the contact information for the Title IX Coordinator and this policy on its website and in each handbook or catalog it makes available to persons listed above who are entitled to notifications.

Nothing herein precludes a respondent from being removed from the School Board’s education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines that an immediate threat to the physical or mental health or safety of any student or other individual arising from the allegations of sexual harassment justifies
removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.

Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process. The grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School Board’s education program or activity.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person’s status as a complainant, respondent, or witness.

Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process receives training on the definition of sexual harassment prohibited by Title IX, the scope of the School Board’s education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.

A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.

The standard of evidence used to determine responsibility is preponderance of the evidence.

This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

b. Notice of Allegations

On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:

- notice of the grievance process, including any informal resolution process, and
- notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.

- The written notice includes a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- informs the parties that in the case of student respondents, the student may be accompanied by their parent(s)/guardian(s) as well as an advisor of their choice, who may be, but is not required to be, an attorney, at all meetings. The student’s parent(s)/guardian(s) and advisor may inspect and review all evidence/reports not otherwise privileged.
- informs the parties that in the case of employee respondents, the employee may be accompanied by an advisor of their choice, who may be, but is not required to be, an attorney at all meetings. The employee’s advisor may inspect and review all evidence/reports not privileged.
• informs the parties of any provisions in the School Board’s code of conduct or the superintendent’s Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.

• All witness and party interviews conducted during the investigation shall be recorded by the investigator and verbatim transcripts provided to all parties.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

d. Dismissal of formal complaints
A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint
• would not constitute sexual harassment prohibited by title IX even if proved,
• did not occur in the School Board’s education program or activity, or
• did not occur against a person in the United States.

Such a dismissal does not preclude action under another provision of the School Board’s code of conduct or the superintendent’s Standards of Student Conduct.

A formal complaint or any allegations therein may be dismissed if at any time during the investigation:
• a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
• the respondent is no longer enrolled or employed by the School Board; or
• specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

e. Investigation of formal complaint
When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party’s parent, or the party if the party is an eligible student, to do so for this grievance procedure.

The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.

The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant or respondent is not limited in any meeting or grievance proceeding.

Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

Evidence directly related to the allegations shall be shared with all parties and their advisors. Medical, Psychological and similar treatment records shall not be shared unless the party whose records they...
are provides a voluntary, written consent for their release.
The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party’s advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.
After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.
f. Determination regarding responsibility
The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.
The written determination must include
- identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
- a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- findings of fact supporting the determination;
- conclusions regarding the application of the School Board’s code of conduct or the superintendent’s Standards of Student Conduct to the facts;
- a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board’s education program or activity will be provided to the complainant; and
- the procedures and permissible bases for the complainant and respondent to appeal.
The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.
The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
The Title IX Coordinator is responsible for effective implementation of any remedies.
g. Appeals
Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:
- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
Notification of appeal must be given in writing to the Title IX Coordinator.
As to all appeals, the Title IX Coordinator
- notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
- ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination.
regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and
• ensures that the decision-maker for the appeal complies with the standards set forth in title IX and this policy.

The appeal decision-maker
• gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
• reviews the evidence gathered by the investigator, the investigator’s report, and the decision-maker’s written decision;
• issues a written decision describing the result of the appeal and the rationale for the result; and
• provides the written decision simultaneously to both parties and the Title IX Coordinator.

h. Timelines
The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.
A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.
Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.
Any appeal will be resolved with 15 calendar days from the filing of the appeal.
If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.
Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

i. Informal Resolution Process
At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process.
The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:
• the parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
• the parties, voluntarily and in writing, consent to the informal resolution process; and
• the informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.
If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.
Parties cannot be required to participate in an informal resolution process.
An informal resolution process is not offered unless a formal complaint is filed.

j. Recordkeeping
The School Board will maintain for a period of seven years records of:
• each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board’s education program or activity;
• any appeal and the result therefrom;
• any informal resolution and the result therefrom; and
• all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will also be made available on the School Board’s website.

For each response required under 34 C.F.R. § 106.44, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

D. Retaliation
Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

E. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

F. Prevention and Notice of Policy
Training to prevent harassment prohibited by law or by this policy is included in employee and student orientations as well as employee in-service training. This policy is (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. Further, all students, and their parents/guardians, and employees are notified annually of the names and contact information of the Compliance Officers.

G. False Charges
Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

ADOPTED: January 27, 2014
REVISED: January 22, 2018; May 21, 2018; May 18, 2020; January 25, 2021


CROSS REFERENCES:
AC Nondiscrimination
AD Educational Philosophy
GAB/IIBEA Acceptable Computer System Use
GB Equal Employment Opportunity/Nondiscrimination
GBA-F/JFHA-F Report of Harassment
GBM Procedures for Adjusting Employee Grievances
JB Equal Educational Opportunities/Nondiscrimination
JFC Student Conduct
GCPD Professional Staff Discipline
GAE/JHG Child Abuse and Neglect Reporting
# Appendix D

## School Board Policy GB-F/JFHA-F

### Report of Harassment

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of complainant:</td>
<td></td>
</tr>
<tr>
<td>For students, school attending:</td>
<td></td>
</tr>
<tr>
<td>For employees, position and location:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>Phone number:</td>
</tr>
<tr>
<td>Date(s) of alleged incident(s) of harassment:</td>
<td></td>
</tr>
<tr>
<td>Name of person(s) you believe harassed you or others:</td>
<td></td>
</tr>
<tr>
<td>If the alleged harassment was toward another, please identify that person:</td>
<td></td>
</tr>
<tr>
<td>Describe in detail the incident(s) of alleged harassment, including where and when the incident(s) occurred. Note any witnesses that may have observed the incident(s). Include a description of any past incidents that may be related to this complaint. Attach additional pages if necessary.</td>
<td></td>
</tr>
<tr>
<td>I certify that the information provided in this report is true, correct, and complete to the best of my knowledge:</td>
<td></td>
</tr>
<tr>
<td>Signature of complainant:</td>
<td>Date:</td>
</tr>
<tr>
<td>Complaint received by:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

ADOPTED: January 27, 2014  
RESTATEMENT: January 22, 2018  
© 10/12 VSBA
Appendix E
Legal Codes and Citations

Reporting of Certain Offenses to Superintendents or Designee and to Law Enforcement Authorities

Local school board policy must provide for notification of the Superintendent or designee in accordance with § 22.1-279.3:1.A. of the CODE OF VIRGINIA. § 22.1-279.3:1.D. requires principals to immediately report to the local law enforcement agency any act enumerated in clauses (iii) through (vii) of § 22.1-279.3:1.A. that may constitute a criminal offense. A principal may report to the local law enforcement agency any incident described in clause (i) of subsection A. When there is injury, reporting is mandatory. Local board policy may require reporting of incidents not listed here to the Superintendent or designee. However, nothing in § 22.1-279.3:1.D. shall require delinquency charges to be filed or prevent schools from dealing with school-based offenses through leveled sanctions or educational programming before a delinquency charge is filed with the juvenile court.

§ 22.1-279.3:1.A. of the CODE OF VIRGINIA lists offenses that require reporting to the Superintendent or designee as stated below:

i. The assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;

ii. The assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;

iii. Any conduct involving alcohol, marijuana, synthetic cannabinoids as defined in § 18.2-248.1:1, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;

iv. Any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;

v. The illegal carrying of a firearm, as defined in § 22.1-277.07, onto school property;

vi. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in § 18.2-85, or explosive or incendiary devices, as defined in § 18.2-433.1, or chemical bombs, as described in § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;

vii. Any threats or false threats to bomb, as described in § 18.2-83, made against school personnel or involving school property or school buses; or

viii. The arrest of any student for an incident occurring on a school bus, on school property, or at a school sponsored activity, including the charge therefore

Admission of Students Suspended or Expelled from another School Division or a Private School

Section 22.1-277.2. of the CODE OF VIRGINIA authorizes the exclusion of a student suspended or expelled from another school division or a private school upon a finding that the student presents a danger to the other students or staff of the school division. This action is permitted after:

• Written notice to student and student’s parent that the student may be subject to exclusion, the reasons therefore, and, in the event of such exclusion, the right to appeal the decision at a hearing before the school board or a committee thereof; and

• Review of the case by the division superintendent or designee and a recommendation of exclusion. In cases where the suspension is for more than 30 days, the term of the exclusion may not exceed the duration of such suspension. In cases of expelled students, the local school board may accept or waive any or all of any conditions for readmission imposed upon such a student by the expelling school board, but may not impose additional conditions for readmission to school.
Animal Dissection

In compliance with state law, the York County School Division offers students alternatives to animal dissection in relevant course work if their parents/guardians choose to opt them out of the animal dissection portion of a particular course. Dissection is defined as “The manipulation of properly preserved animals or animal parts for scientific study, which includes incising and may be followed by inspecting, touching, handling, and mounting.”

Alternatives to animal dissection may include, but are not limited to: computer programs, internet simulations, plastic models, videotapes, digital videodiscs, and charts. Alternatives to animal dissection techniques are available in biological science classes that incorporate dissection exercises. Alternative to dissection techniques are designed to provide the student, through means other than dissection, with knowledge similar to that expected to be gained by other students in the course who perform, participate in, or observe the dissection. Opt out forms are available from science teachers.

Family Life Education

The instructional program of the York County School Division includes a family life education curriculum in grades kindergarten through 10. Some of the current themes include child abuse, family and community relationships, human sexuality, human growth and development, human reproduction, sexually transmitted diseases, substance abuse, positive self-concept, communication skills, decision-making skills and peer relationships. A listing of family life education topics by grade level can be found in the parent resource section of the division website, yorkcountyschools.org. Parents/guardians are urged to attend orientation sessions that are held in schools each year prior to the beginning of family life education instruction. Printed/audio-visual materials, as well as the Family Life Education curriculum guide, are available for preview at your child’s school and the York County School Board Office.

Parents who wish to remove their children from selected lessons or all of the Family Life Education program for the current school year must do so by completing the Family Life Education Removal Request Form made available on Rycor, Grades K-10. If the parent/guardian does not complete and submit this form, the student will participate in the entire program at his/her current grade level.

During the school year, requests by parents/guardians to change the extent of their child’s participation in Family Life Education must be provided in writing to the principal of the student’s school.

Release of Information

Under no circumstances will information concerning a student’s test data or other information of a personal nature be released without written consent of the parents, guardian or student (if 18 years of age or over). Discipline information will be released to other schools. Copies of the division’s written policy concerning the management of student scholastic records in the York County School Division may be obtained by contacting the principal’s office.

The division releases other information based on parent permission:

Directories Information

During the school year, the York County School Division, upon request, provides student directory information to appropriate organizations and publishes student information in yearbooks, extra-curricular and athletic programs, and on graduation lists and honor rolls.

Such directory information, as defined by the Code of Virginia, § 22.1-287.1 (amended 1983), may include the student’s name, sex, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and other similar information.

Military Recruiters

The Every Student Succeeds Act requires school divisions to provide military recruiters with information about high school juniors and seniors. Parents/guardians may opt to not provide this information by checking the applicable box on the Release of Student Directory Information to Military Recruiters Form.

Media/Websites/Division Publications

The local news media cover education in York County and are interested in stories involving students and staff in
the division. The school division also highlights student and staff activities on the division’s cable channel (YCSD-TV), website (http://yorkcountyschools.org/) and in division publications and videos.

Examples of information that could be released to the media or presented on division outlets include: honor roll, graduating lists, curricular and extra-curricular student achievement, involvement in division programs, athletics or activities, special events, etc. While the division, within the scope of the media release form, allows members of the media to interview, photograph or videotape our students, the division does not allow news media access to students that would interrupt the instructional day or for interviews during a crisis or an emergency.

Additionally, the division’s website is created and monitored by division personnel with an emphasis on sharing success while keeping in mind student security issues.

Once a child enters the York County School Division, parents/guardians are asked to complete a media release form indicating their preference regarding the release of information to media and through division communications outlets. This form is valid for the duration of your student’s attendance in the York County School Division, but may be modified at any time by submitting a written request to the school office.

**Student/Parent Technology Usage Form**

This form is signed by a parent/guardian at registration and is on file with the student’s records. Parents/guardians must also complete the form annually located at the back of this handbook.
# Student Handbook & Code of Conduct
## Family Acknowledgement Form

**Complete by Thursday, September 2, 2021 (Applicable to all Students)**

<table>
<thead>
<tr>
<th>Student’s Name (Last, First):</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>2021-22 Grade Level:</th>
<th>Homeroom Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please complete and sign this form to acknowledge you have received and have had the opportunity to review and discuss with your child the important documents contained in the York County School Division Student Handbook and Conduct Code.

Please be advised that by returning this signed form acknowledging receipt of this **Student Handbook and Conduct Code**, and reading and discussing it with your child, you do not waive any of your rights. Under Virginia law, parents/guardians, in signing the acknowledgement, expressly reserve rights protected by the constitutions of the laws of the United States and the Commonwealth of Virginia. Furthermore, a parent/guardian has the right to express disagreement with a school’s or the York County School Division’s policy or decision, despite having acknowledged reading and discussing the Handbook.

**Parent/Guardian, please initial each of the following statements:**

- My child and I have reviewed the **Student Behavior Categories and Conduct Expectations** on page 50.
- My child and I have reviewed the **Leveled Administrative Responses to Student Behaviors** on page 52.
- My child and I have reviewed the **Compulsory Attendance Law: Code of Virginia § 22.1-258.** on page 2.
- My child and I have reviewed the **Bus & Bus Stop: Student Responsibilities & Expectations** on page 48.
- My child and I have reviewed the **Student Rights & Responsibilities** on page 42.
- I have reviewed the **Parental/Family Rights & Responsibilities** on page 49.
- My child and I have reviewed the **Citizenship** competencies on page 44.
- My child and I have reviewed the **Bullying and Cyberbullying, and Reporting** information on page 46.
- My child and I have reviewed the **Dress Code** on page 43.
- My child and I have reviewed the **Conflict Resolution & Restorative Conferencing: Student Expectations & Responsibilities** on page 45.

Print Parent/Guardian Name:

Signature of Parent/Guardian: Date:

Signature of Student: Date:

Return this form to your child’s homeroom teacher no later than Thursday, September 2, 2021.
# Release of Student Directory Information to Military Recruiters

*Return by Thursday, September 2, 2021 (applicable to High School Juniors and Seniors ONLY)*

<table>
<thead>
<tr>
<th>Student’s Name (Last, First):</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>2021-22 Grade Level:</th>
<th>Homeroom Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The *Every Student Succeeds Act* requires school divisions to provide military recruiters with information about high school juniors and seniors. Parents/guardians may **opt to not provide this information** by checking the box below.

- [ ] **I DO NOT** give permission for **ANY** student directory information on my child to be released to military recruiters.

Print Parent/Guardian Name:

Signature of Parent/Guardian: | Date: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return this form to your child’s homeroom teacher no later than **Thursday, September 2, 2021**.
THIS PAGE INTENTIONALLY LEFT BLANK
Family Life Education Removal Request, Grades K-10
Submit through Rycor by November 19, 2021

A review of Family Life Education standards from the previous grade level will be incorporated into this year's Family Life instruction. Information regarding Family Life Education topics by grade level are available for review here: https://yorkcountyschools.org/parents/parentResources/docs/FamilyLifeTopics.pdf

Submit this form only if the student is to be removed from all or part of the Family Life Education program.

The purpose of this form is to give parents/guardians the opportunity to remove their student from the entire Family Life Education program or to remove a student from selected topics of the program.

Printed/audio-visual materials, as well as the Family Life Education curriculum guides, are also available for preview at your child’s school and the York County School Board Office.

Please indicate your choice for the 2021-22 school year below:

- Removal from the entire Family Life Education program
- Removal from selected topics of the Family Life Education program

Please list all topics from which you would like your child removed (For example: K.4, K.10, or 10.2, 10.6). A listing of Family Life Education topics by grade-level can be found online in the Parent Resource section of the division website, https://yorkcountyschools.org/parents/parentResources/default.aspx.

Please complete the information below.

<table>
<thead>
<tr>
<th>Student’s Name (Last, First):</th>
<th>Student’s ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>2021-22 Grade Level:</td>
</tr>
<tr>
<td>Homeroom Teacher:</td>
<td>Parent/Guardian Email Address:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Submit through Rycor by November 19, 2021 only if your student is to be removed from all or part of the Family Life Education program.
THIS PAGE INTENTIONALLY LEFT BLANK
Student/Parent Technology Usage Form

See bottom of form for due date. (Applicable to all students.)

Student’s Name (Last, First): Student ID#: Grade Level:

School: Homeroom Teacher:

Note: All students who have access to network services and the internet shall receive instruction on internet safety.

Student Network Services/Internet Acceptable Use Policy

☐ I DO give permission for my child to use network services provided by the York County School Division, with the understanding that this includes access to the internet.

☐ I DO NOT give permission for my child to use any network services including internet services provided by the York County School Division. *

*Note: By selecting this option, your child will not have any access to the Canvas learning management system, Aspen student information system, Outlook for student email, Office 365, video conferencing, division-purchased instructional software and associated web service, nor will your child have access to a YCSD-issued computer for home use or for any computer-related courses offered in your child’s assigned school. This would include access to Virtual High School and Virtual Virginia courses from within the division. Division course assessments and state- and federal-mandated testing, such as the Virginia SOL testing, requires the use of computers. Arrangements will be made on an individual basis for required testing.

Posting of Student Work Electronically

☐ I DO NOT give permission for my child’s projects and assignments to be posted on the internet for public viewing (as noted in the User Privileges of the Network Services/Internet Acceptable Use Policy).

1:1 Device Agreement

☐ My child WILL use a YCSD-provided 1:1 device, and I agree to the below terms and conditions.

☐ I WILL PROVIDE my child with a device that meets the minimum standards of the YCSD 1:1 program that my child may use both at home and at school. I understand that if my child occasionally fails to bring a device to school, YCSD may loan my child a device for the day to complete an assignment.

1:1 Agreement Terms and Conditions

☒ Parental/Guardian Monitoring Responsibility: Parents and/or guardians assume all responsibility for monitoring their student’s activity on district-issued devices and accounts during non-school hours and on all non-student attendance days or during all home-based instructional periods. Users are responsible for the appropriate use of the device and all accounts, applications and services. If information is collected that indicates activity outside of the acceptable use policy occurred, it will be reviewed with the student and/or parent/guardian during normal school hours. This review may occur via remote software, such as MS Teams, if necessary.

☒ IMPORTANT SAFETY NOTE: Information obtained by school district officials, at any time, suggesting or indicating imminent danger to a person(s) or school will result in a 911 response. Building administration will contact the parents/guardians as soon as possible.

☒ In consideration of the privileges and opportunities afforded to my child/student by the use of YCSD technology resources, I, on behalf of myself/my child, our heirs, assigns, personal representatives and next of kin, hereby release, indemnify and hold harmless the County School Board of York County Virginia, its agents, officers and

York County School Division
employees, from any and all claims, losses or demands relating to both injury/death to person or damages to property, to any other person caused by my/my child’s negligence or intentional acts or inactions of any nature arising from my/my child’s use or inability to use these resources; as well as, injury/death or damages to myself/my child or my/my child’s property which may result from or arise from my/my child’s use or inability to use these resources. Such indemnification includes any claims, losses or demands caused or alleged to be caused in whole or in part by the negligence of the County School Board of York County Virginia, its agents, officers and employees.

- By signing this document, you agree to abide by the conditions listed above. You assume responsibility for the appropriate and safe use and care of YCSD division-issued technology. You understand that should you fail to comply with the terms of this Agreement, access to the device, the internet, and other digital contents and services may be limited or denied. Students may also be subject to disciplinary and/or criminal action as outlined in the YCSD student code of conduct.

- As the parent or guardian of the student whose name appears below, my signature indicates I have read and understand this Agreement, including the indemnification provision above. I give permission for my student to have access to and use district issued technology, including access to district provided digital educational programs, services and applications. I understand that the use of a district issued computing device and all accounts for the related services and applications are solely for educational purposes. I understand there is no expectation of privacy because the district has the right to monitor, inspect, copy, review and store information transmitted or received, at any time, without prior notice.

- As a student over the age of 18, my signature indicates I have read and understand this Agreement, including the indemnification provision above. I understand that the use of a district issued computing device and all accounts for the related services and applications are solely for educational purposes. I understand there is no expectation of privacy because the district has the right to monitor, inspect, copy, review and store information transmitted or received, at any time, without prior notice.

- I/We understand that these permissions may be changed at any time during a school year by contacting the school and submitting the appropriate forms.

- I agree to the terms and conditions contained in this Network Services/Internet Acceptable Use Policy, Permission for use of a Privately-Owned Electronic Device, and 1:1 Agreement (if applicable). I/We understand that any misuse or abuse of these terms and conditions will result in the suspension or revocation of those privileges, disciplinary actions up to and including expulsion from the York County School Division and/or appropriate legal action. Suspension/revocation will result in your child’s loss of access to Canvas learning management system, Aspen student information system, Outlook for student email, Office365, video conferencing, division-purchased instructional software and associated web services, as well as access to computers for any computer-related courses offered in their assigned school which could negatively impact course grades. These restrictions would include access to Virtual High School and Virtual Virginia courses from within the division.

- I/We acknowledge that while it is the policy of the division that students not provide personal information to a website or on-line service while using division property, applications used for instructional activities may require this student information. I/We have discussed this with my/our child.

- I/We understand that projects and assignments may be posted electronically and could include personally identifiable information that may be classified as an educational record under FERPA (Family Education Rights and Privacy Act). Efforts will be made to restrict the amount of personally identifiable information when communicating electronically over the internet. Assignments and activities conducted online may receive teacher comments, grades or evaluations; under no circumstances will comments, grades or evaluations be posted to the general public.

<table>
<thead>
<tr>
<th>Signature of Student:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Parent/Guardian:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Elementary Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Phone</th>
<th>Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Manor Elementary School</td>
<td>(757) 867-7439</td>
<td>1797 First Street Langley AFB, VA 23665</td>
<td>Christina Wagner, principal</td>
</tr>
<tr>
<td>Coventry Elementary School</td>
<td>(757) 898-0403</td>
<td>200 Owen Davis Boulevard Yorktown, VA 23693</td>
<td>Brian Fries, principal</td>
</tr>
<tr>
<td>Dare Elementary School</td>
<td>(757) 898-0362</td>
<td>300 Dare Road Yorktown, VA 23692</td>
<td>Susan Hutton, Pd.D., principal</td>
</tr>
<tr>
<td>Grafton Bethel Elementary School</td>
<td>(757) 898-0350</td>
<td>410 Lakeside Drive Yorktown, VA 23692</td>
<td>Mark Kirk, principal</td>
</tr>
<tr>
<td>Magruder Elementary School</td>
<td>(757) 220-4067</td>
<td>700 Penniman Road Williamsburg, VA 23185</td>
<td>Lisa Ruffieux, principal</td>
</tr>
<tr>
<td>Mt. Vernon Elementary School</td>
<td>(757) 898-0497</td>
<td>310 Mt. Vernon Drive Yorktown, VA 23693</td>
<td>Kelly Denny, principal</td>
</tr>
<tr>
<td>Seafood Elementary School</td>
<td>(757) 898-0352</td>
<td>1105 Seafood Road Seafood, VA 23696</td>
<td>Barbara Nagel, principal</td>
</tr>
<tr>
<td>Tabb Elementary School</td>
<td>(757) 898-0372</td>
<td>3711 Big Bethel Road Yorktown, VA 23693</td>
<td>Mary Lugo, principal</td>
</tr>
<tr>
<td>Waller Mill Elementary School</td>
<td>(757) 220-4060</td>
<td>314 Waller Mill Road Williamsburg, VA 23185</td>
<td>Termaine Hopkins, principal</td>
</tr>
<tr>
<td>Yorktown Elementary School</td>
<td>(757) 898-0358</td>
<td>131 Siege Lane Yorktown, VA 23692</td>
<td>Kristin Bolam, principal</td>
</tr>
</tbody>
</table>

### Secondary Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Phone</th>
<th>Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grafton Middle School</td>
<td>(757) 898-0525</td>
<td>405 Grafton Drive Yorktown, VA 23692</td>
<td>Tianna Anthony, principal</td>
</tr>
<tr>
<td>Queens Lake Middle School</td>
<td>(767) 220-4080</td>
<td>124 West Queens Drive Williamsburg, VA 23185</td>
<td>Jennifer Goodwin, Principal</td>
</tr>
<tr>
<td>Tabb Middle School</td>
<td>(757) 898-0320</td>
<td>300 Yorktown Road Yorktown, VA 23693</td>
<td>Heather Young, principal</td>
</tr>
<tr>
<td>Yorktown Middle School</td>
<td>(757) 898-0360</td>
<td>11201 George Washington Memorial Hwy Yorktown, VA 23692</td>
<td>Scott Meadows, principal</td>
</tr>
<tr>
<td>Bruton High School</td>
<td>(757) 220-4050</td>
<td>185 East Rochambeau Drive Williamsburg, VA 23188</td>
<td>Arletha Dockery, principal</td>
</tr>
<tr>
<td>Grafton High School</td>
<td>(757) 898-0530</td>
<td>403 Grafton Drive Yorktown, VA 23692</td>
<td>Stephen Gavin, interim principal</td>
</tr>
<tr>
<td>Tabb High School</td>
<td>(757) 867-7400</td>
<td>4431 Big Bethel Road Yorktown, VA 23693</td>
<td>Paul Rice, principal</td>
</tr>
<tr>
<td>York River Academy</td>
<td>(757) 898-0516</td>
<td>11201 George Washington Memorial Hwy Yorktown, VA 23692</td>
<td>Holly Sheffield, principal</td>
</tr>
</tbody>
</table>

### Additional Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTEND Center</td>
<td>(757) 898-0389</td>
</tr>
<tr>
<td>International Baccalaureate Programme</td>
<td>(757) 898-5014</td>
</tr>
<tr>
<td>New Horizons Regional Education Center</td>
<td>(757) 766-1100 (757) 886-7958 (757) 874-4444</td>
</tr>
<tr>
<td>School of the Arts</td>
<td>(757) 220-4095</td>
</tr>
</tbody>
</table>

### Department Contacts

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board Office Main Number</td>
<td>(757) 898-0389</td>
</tr>
<tr>
<td>Child Care</td>
<td>(757) 833-8294</td>
</tr>
<tr>
<td>Food Services</td>
<td>(757) 898-0468</td>
</tr>
<tr>
<td>Health Services</td>
<td>(757) 898-0468</td>
</tr>
<tr>
<td>Instruction</td>
<td>(757) 890-1033</td>
</tr>
<tr>
<td>Technology Help Desk</td>
<td>(757) 898-0311</td>
</tr>
<tr>
<td>Transportation</td>
<td>(757) 898-0476</td>
</tr>
<tr>
<td>School Safety</td>
<td>(757) 833-2202</td>
</tr>
<tr>
<td>Student Attendance &amp; Truancy</td>
<td>(757) 833-7001</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>(757) 898-0468</td>
</tr>
<tr>
<td>Volunteering</td>
<td>(757) 898-0468</td>
</tr>
</tbody>
</table>

Can't find the number you're looking for? Email AskYCSD@ycsd.york.va.us for assistance!
The mission of the York County School Division is to engage all students in acquiring the skills and knowledge needed to make productive contributions in the world.

Division Hotline: 890-5000

The purpose of Division Hotline is to report incidences of misconduct, such as threats, bullying, discrimination and/or harassment, to the York County School Division. It is completely anonymous. Voicemail is available 24/7 and will be checked twice daily. After the call has been received, necessary steps and precautions will be taken to ensure the safety of our students and staff.

The York County School Division does not discriminate on the basis of race (Title VI), color, religion, national origin, veteran status, sex, gender (Title IX), age or disability (Section 504), or any other protected class in its educational programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. The following positions have been designated to handle inquiries regarding the non-discrimination policies:

**Title IX Coordinator**
Chief Human Resources Officer
302 Dare Road
Yorktown, VA 23692
757-898-0349

**Section 504/ADA Coordinator**
Director of Student Services
302 Dare Road
Yorktown, VA 23692
757-898-0300

YORKCOUNTYSCHOOLS.ORG