ABOUT US

In this Section

- School Board Information
- Strategic Plan Vision, Mission, Core Values & Priorities
- School Directory & Hours
- Quick Reference Calendar
School Board Overview

The York County School Division is governed by an elected School Board. The School Board is the official policy-making body of the division and operates in accordance with Virginia law and Virginia Board of Education regulations.

The School Board consists of five members, each representing one of the county's five election districts. Elections take place every four years.

School Board Members

Mark J. Shafer  
District 1  
mshafer@ycsd.york.va.us  
757-879-6380

Brett Higginbotham  
District 2  
bhigginbotham@ycsd.york.va.us  
757-897-0027

Laurel M. Garrelts – Chair  
District 3  
lgarrelts@ycsd.york.va.us  
757-897-1923

James E. Richardson  
District 4  
jrichardson3@ycsd.york.va.us  
757-869-0573

Sean P. Myatt – Vice Chair  
District 5  
smyatt@ycsd.york.va.us  
757-879-6465

School Board Meetings

The School Board typically holds two meetings each month, a work session and a regular meeting. These meetings are broadcast live on YCSD-TV (Cox Cable channel 47 and Verizon channel 39) and on our YouTube channel. Additionally, the Board may also schedule special meetings, public forums, and public hearings.

Agendas for work sessions and monthly business meetings are posted online at least three working days prior to each meeting date. Notice and agendas for special and closed meetings are posted at the same time notice is provided to members of the School Board.

For information on speaking at board meetings, please visit the Board Meeting page on the division website.

Message from Board Chair

Dear Students and Families,

It is my privilege and pleasure to welcome you to the 2022-23 school year as Chair of the School Board of York County. Our mission of ensuring every student is valued, supported and challenged through learning experiences, which prepare them for a successful future is best accomplished when we work in partnership with families and students.

This Student Handbook and Conduct Code is an important tool, serving as the foundation for building a strong school-home relationship. For example, the About Us section contains information about the division’s newly adopted Vision, Mission and Core Values to help you learn about our path forward over the next five years. You can learn more about who best to communicate with when you have a question, comment or concern in the Family Engagement & Communications section. Most importantly, the Conduct Code section outlines potential consequences of not adhering to student behavior expectations.

We encourage you to refer to this Handbook often to help understand the roles and responsibilities of the division, students, and families in supporting student success.

Sincerely,

Laurel Garrelts  
Board Chair
VISION
Together, we inspire all students and staff to explore paths leading to personal and collective success.

MISSION
Ensure every student is valued, supported, and challenged through learning experiences, which prepare them for a successful future.

CORE VALUES
Our core values reflect the division's fundamental commitment, to serve our community with excellence.

ENGAGEMENT
Cultivate meaningful, collaborative relationships with students, families, staff, and community members.

SAFETY
Provide safe, secure, and caring environments that support the whole child.

GROWTH
Invest in supports and resources so students and staff can realize their individual potential.

INTEGRITY
Demonstrate mutual trust and respect by acting honestly and ethically.

INNOVATION
Foster creativity, critical thinking and problem-solving to support new ideas and solutions that advance progress.

PRIORITIES

COLLECTIVE COMMITMENT
Students, staff, families and community members are invested in student outcomes and actively engaged in meaningful, collaborative relationships to support student success.

SUPPORTIVE CULTURE
Provide safe, welcoming and caring environments in which all students and staff have a sense of belonging and purpose.

HIGHLY EFFECTIVE TALENT
Attract and retain highly skilled, compassionate, diverse, and committed team members by providing personalized and differentiated pathways for professional growth, improvement, and advancement.

FUTURE READY GRADUATES
Students will acquire knowledge, skills, habits, and traits necessary for success in future educational experiences, the workforce, and life.
Superintendent’s Welcome

Dear Students and Families:

Welcome to the 2022-23 school year! Whether you are new to the York County School Division or a returning family, we are excited to start another year together.

The York County School Division values strong, collaborative relationships with strives with our students and families. Together, we can help support every student in achieving personal success during their K-12 educational career while also preparing them for success after graduation. The Student Handbook and Conduct Code provides information and policies that will support our partnership with you.

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 then complete the required forms.

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

Division Directory

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board Office</td>
<td>(757) 898-0300</td>
</tr>
<tr>
<td>Child Care</td>
<td>(757) 898-0468</td>
</tr>
<tr>
<td>Food Services</td>
<td>(757) 898-0468</td>
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<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) 527-4819</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>
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## School Directory

### Elementary Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Manor Elementary School</td>
<td>1797 First Street, Langley AFB, VA 23665</td>
<td>(757) 867-7439</td>
</tr>
<tr>
<td>Coventry Elementary School</td>
<td>200 Owen Davis Boulevard, Yorktown, VA 23693</td>
<td>(757) 898-0403</td>
</tr>
<tr>
<td>Dare Elementary School</td>
<td>300 Dare Road, Yorktown, VA 23692</td>
<td>(757) 898-0362</td>
</tr>
<tr>
<td>Grafton Bethel Elementary School</td>
<td>410 Lakeside Drive, Yorktown, VA 23692</td>
<td>(757) 898-0350</td>
</tr>
<tr>
<td>Magruder Elementary School</td>
<td>700 Penniman Road, Williamsburg, VA 23185</td>
<td>(757) 220-4067</td>
</tr>
<tr>
<td>Mt. Vernon Elementary School</td>
<td>310 Mt. Vernon Drive, Yorktown, VA 23693</td>
<td>(757) 898-0497</td>
</tr>
<tr>
<td>Seafood Elementary School</td>
<td>1105 Seafood Road, Seaford, VA 23696</td>
<td>(757) 898-0352</td>
</tr>
<tr>
<td>Tabb Elementary School</td>
<td>3711 Big Bethel Road, Yorktown, VA 23693</td>
<td>(757) 898-0372</td>
</tr>
<tr>
<td>Waller Mill Elementary School</td>
<td>314 Waller Mill Road, Williamsburg, VA 23185</td>
<td>(757) 220-4060</td>
</tr>
<tr>
<td>Yorktown Elementary School</td>
<td>131 Siege Lane, Yorktown, VA 23692</td>
<td>(757) 898-0358</td>
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### Secondary Schools

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<tr>
<td>Grafton Middle School</td>
<td>405 Grafton Drive, Yorktown, VA 23692</td>
<td>(757) 898-0525</td>
</tr>
<tr>
<td>Queens Lake Middle School</td>
<td>124 West Queens Drive, Williamsburg, VA 23185</td>
<td>(757) 220-4080</td>
</tr>
<tr>
<td>Tabb Middle School</td>
<td>300 Yorktown Road, Yorktown, VA 23693</td>
<td>(757) 898-0320</td>
</tr>
<tr>
<td>Yorktown Middle School</td>
<td>11201 George Washington Memorial Hwy, Yorktown, VA 23692</td>
<td>(757) 898-0360</td>
</tr>
<tr>
<td>Bruton High School</td>
<td>185 East Rochambeau Drive, Williamsburg, VA 23188</td>
<td>(757) 220-4050</td>
</tr>
<tr>
<td>Grafton High School</td>
<td>403 Grafton Drive, Yorktown, VA 23692</td>
<td>(757) 898-0530</td>
</tr>
<tr>
<td>Tabb High School</td>
<td>4431 Big Bethel Road, Yorktown, VA 23693</td>
<td>(757) 867-7400</td>
</tr>
<tr>
<td>York High School</td>
<td>9300 George Washington Memorial Hwy, Yorktown, VA 23692</td>
<td>(757) 898-0354</td>
</tr>
<tr>
<td>York River Academy</td>
<td>11201 George Washington Memorial Hwy, Yorktown, VA 23692</td>
<td>(757) 898-0516</td>
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### Additional Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Phone Number</th>
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</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>School of the Arts</td>
<td>(757) 220-4095</td>
</tr>
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### New Horizons Regional Education Center

<table>
<thead>
<tr>
<th>Program</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler Farm Road</td>
<td>(757) 766-1100</td>
</tr>
<tr>
<td>Children’s Center (Kiln Creek)</td>
<td>(757) 886-7958</td>
</tr>
<tr>
<td>Woodside Lane</td>
<td>(757) 874-4444</td>
</tr>
</tbody>
</table>
State law requires that the school year be 180 instructional days or 990 instructional hours. In accordance with the Code of Virginia, because the first day of school falls prior to Labor Day, the division must close schools the Friday before Labor Day as well as Labor Day.

### August 2022
- **29** Monday  
  First Day of School

### September 2022
- **2** Friday  
  Student Holiday
- **5** Monday  
  Schools & Offices Closed
- **30** Friday  
  Early Dismissal

### October 2022
- **19** Wednesday  
  Student Holiday
- **23-25** Wednesday-Friday  
  Schools & Offices Closed

### November 2022
- **8** Tuesday  
  Student Holiday
- **23-25** Wednesday-Friday  
  Schools & Offices Closed

### December 2022
- **9** Friday  
  Early Dismissal
- **21-30** Wednesday-Friday  
  Schools & Offices Closed

### January 2023
- **2** Monday  
  Schools & Offices Closed
- **3** Tuesday  
  Student Holiday
- **16** Monday  
  Schools & Offices Closed
- **26** Thursday  
  Early Dismissal
- **27** Friday  
  Student Holiday

### February 2023
- **20** Monday  
  Schools & Offices Closed

### March 2023
- **6** Monday  
  Student Holiday
- **31** Friday  
  Early Dismissal

### April 2023
- **3-7** Monday-Friday  
  Schools & Offices Closed

### May 2023
- **12** Friday  
  Early Dismissal
- **29** Monday  
  Schools & Offices Closed

### June 2023
- **12** Monday  
  Early Dismissal
- **13** Tuesday  
  Early Dismissal  
  Last Day of School

### School Hours

<table>
<thead>
<tr>
<th>Schools</th>
<th>Start Time</th>
<th>Dismissal</th>
<th>Early Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YHS</td>
<td>7:15 a.m.</td>
<td>2:00 p.m.</td>
<td>11:15 a.m.</td>
</tr>
<tr>
<td>BHS, GHS, THS</td>
<td>7:20 a.m.</td>
<td>2:05 p.m.</td>
<td>11:20 p.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></td>
<td></td>
<td></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></td>
<td></td>
<td></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, GBES, WMES</td>
<td>8:55 a.m.</td>
<td>3:35 p.m.</td>
<td>1:00 p.m.</td>
</tr>
<tr>
<td>DES, SES, YES</td>
<td>9:00 a.m.</td>
<td>3:40 p.m.</td>
<td>1:05 p.m.</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION & NOTIFICATIONS

In this Section
Student Attendance
Transportation
Forms & Fees
Annual Notifications
Student Enrollment

SCHOOL BOARD POLICY JEC

According to Virginia law, a child must be five years old on or before September 30 to enroll in kindergarten. There is no deadline for registration, but YCSD urges families to register early. Families can begin the registration process by completing an online pre-registration form, then complete the process through the child’s school. To be admitted, a child must meet all documentation and health requirements in accordance with state law and School Board policy.

For students transferring from other school divisions, it is vital school records be promptly provided. The best way to ensure a smooth transition is to give your child's current school the contact information for their new YCSD school. Once records are received, placement and class schedules can be set.

Homeless Children and Youth

Families who meet any of the following criteria qualify for homeless status:

- Live in a shelter or motel
- Live in a campground, car, old building or other temporary shelter
- Share housing with others due to lost housing or economic hardship
- Lack a permanent address

The McKinney-Vento Act of 2001 ensures 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 provided assistance in obtaining registration documents. 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.

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 accepted between March 1 and July 1 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.

Withdrawals

Families are asked to notify the school office and the teacher at least one (1) week in advance of withdrawing students from school to allow adequate time to prepare records. Withdrawal forms are available at every school.

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.

Student Attendance

REFERENCE: SCHOOL BOARD POLICIES JEA, JEC, JED AND IUY

Attending school regularly increases a child’s chances of success in school. Regular school attendance is more than “best practice”, it is also the law, per Virginia Code 22.1-254. This code requires children between 5 and 18 years of age to attend school every day, all day. YCSD has policies and practice in place to help support regular school attendance.

Tardiness to School – Students are expected to be in their first class on time. If tardy, students should bring a note from a parent/guardian indicating the reason for the tardiness, sign in, and secure a tardy slip from the attendance office. School administrators will determine whether the tardy is excused or unexcused.

Early Dismissal – Students should bring a note from a parent/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.

Excused Absences

Students should stay home from school when sick. In addition to illness, absences will be excused for: injury, medical procedures, doctor or dental appointments, death in family or funeral, legal obligations, religious obligations or observances, military obligations, civic engagement activities (middle/high school only), attendance at Native
American Pow Wow ceremonies held by tribes recognized by the Commonwealth of Virginia, participation in 4-H Camp programs (will be coded as an approved field trip if pre-arranged with school staff), and/or exceptional circumstances pre-approved by the building principal. Families should discuss with the building principal any absence, which they believe constitutes exceptional circumstances. In such event, the building principal shall make the final decision whether the absence is excused or unexcused.

Families are asked to email the school attendance secretary and/or classroom teacher if their child is going to be absent. If schools are not will receive a phone call, email and/or text message each day a student is absent. Families are responsible for providing the school with a note (within 72 hours) indicating the reason(s) for the absence.

Attendance office email: (school initials)attendance@ycsd.york.va.us (example: YMSattendance@ycsd.york.va.us).

Unexcused Absences and Compulsory Attendance Law

If schools do not receive written notification excusing the student absence for one of the reasons listed above, the absence will be unexcused. If a child accumulates five (5) unexcused absences in a school year, the child is considered truant. 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). In accordance with state regulations, fifteen (15) days of consecutive absences will result in withdrawal of the student from the attendance roll.

Families 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 court referral. 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).

Effects of Absences on High School Credits

Block Classes

• Absences exceeding eight (8) days from one class are considered excessive.
• When absences in a class reaches 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 reaches 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.*

Single Period (Non-Block) Classes

• Absences exceeding 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.*

*Extenuating circumstances are considered:

• Prearranged absences approved the principal.
• Natural disaster affecting home (e.g., fire, flood).
• Recent death in immediate family.
• 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.

Documents of General Interest

Available at School / Online

• Policy Manual
  https://go.boarddocs.com/vsba/ycsd/Board.nsf/Public?open&id=policies
• Gifted Education Plan
Forms and Fees

Families are asked to complete required forms at the beginning of each school year, and as needed throughout the year. Additionally, some school programs may have associated fees. Individual schools and programs may have additional forms and fees to be completed as applicable. The division uses Rycor, an online form and payment system, to collect many forms and payments to reduced paper waste and improve efficiency.

REFERENCE: SCHOOL BOARD POLICY JN

Exams:

- International Baccalaureate (IB)  
  Fee determined by the IB Organization
- Advanced Placement (AP)  
  Fee determined by certifying agent
- Career/Technical certifications  
  Fee determined by certifying agent

Band

- 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—$30 per season
- High School—$40 per season

Parking

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

Special Notes About Fees

- 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.
- 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.
- Schools may charge fees for overdue library books.
- Purchase, rental, and/or cleaning costs for uniforms issued by school-based organizations are the responsibility of the participating students and their families.

For additional information, please check with your child’s school.
Legal Notices and Regulations

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.

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;
- Critical appraisals of others;
- Illegally recognized privileged relationships;
- Religious practices, affiliations or beliefs; and,
- Income other than required by law.

Families 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.

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 the parent/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 responsible for furnishing every classroom with an American flag.

Transportation

REFERENCE: SCHOOL BOARD POLICY EEAB

The school division provides eligible students free bus or vehicle transportation to and from their zoned school and designated bus stops. Transportation is also available for many after-school activities.

 Ridership Eligibility

Students who live outside of designated walking zones (see Walking/Bicycling Rules) are assigned to routes and stops based on their home address. In order for a student to be assigned a bus route and bus stop, families must have a current, completed transportation request form on file for each student in need of transportation to or from school.

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.

Bus Schedules, Routes, and Stops

The Transportation Department establishes bus routes, bus and driver assignments, bus stops and approximate pick-up/drop-off times annually.

Elementary Riders

The division encourages having an adult family member accompany children in grades K-5 to and from the bus stop and remain until the bus has loaded or unloaded. At the end of the school day, drivers will not let Pre-K or kindergartner students off the bus if an authorized adult or authorized older sibling is not at the stop to meet them. Drivers will return those students to school and families will be contacted to arrange pick up.

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 Director of Transportation. If a student is going home with another student, parents of both students must send a note requesting the change. These requests must be submitted to school officials in a timely manner. Generally school buses operate at capacity; therefore, permission may be given for baby-siting purposes, but not necessarily for other activities (e.g., parties, visit to play).
Bus Stops

Special Instructional Programs Transportation

YCSD will provide transportation for students enrolled in the following specialty programs outside of their zoned school:

- Elementary Fine Arts Magnet Program (Magruder Elementary students only)
- EXTEND
- Governor’s Health Sciences Academy
- Governor’s School
- Head Start
- International Baccalaureate (IB) Programme
- New Horizon’s Regional Educational Centers
- NJROTC
- School of the Arts (SOA)

School Bus & Bus Stop Conduct

REFERENCE: SCHOOL BOARD POLICY EEA

Safe bus operation depends on students’ proper behavior; therefore the standards of student conduct apply at bus stops and on buses. School bus discipline matters are handled by designated school staff. 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 transit from the bus stop to their primary residence. Student misbehavior may result in a student being denied bus transportation. If a student is suspended from riding the bus, the family becomes responsible for transporting the student to and from school.

The following expectations are instituted to maintain safety and order.

School Bus Conduct Rules

The School Bus Conduct Rules include, but are not limited to the following:

- Students must obey the instructions of the bus driver at all times.
- Students must enter the bus in an orderly manner, take a seat, and remain seated at all times.
- Students must not bring animals, aerosol cans, glass objects, balloons or any other item which compromises the safe operations of the bus.
- Students must keep arms, legs and head inside the bus.
- Students must not shout at pedestrians or people in other vehicles.
- Students must not throw objects in the bus or out of the windows.
- Students must not tamper with the emergency door or other bus equipment.
- Students must keep seats, aisles and exits clear (large musical instruments and other oversized objects may not occupy seat space if it is needed to accommodate students).
- Students must not bring food or drinks onto the bus - unless in back pack or lunch box.
- Students must not use cell phones on the school bus at any time.

School Bus Safety

Student safety is a top priority for the division. 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. Parents/guardians must sign and return the form to the school by the end of the first week of school.

- Pursuant to the Code of Virginia § 22.1-16, § 22.1-177 and § 22.1-178, initial student rider safety training for pre-K-grade 1 students shall occur during the first week of school with additional training periodically during the year.
- Emergency exit drills will take place within the first thirty (30) school days of each semester.

Walking to the Bus Stop or School

- If possible, walk with a family member, friend, or in groups.
- Try to walk on 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 by refraining from wearing headphones/AirPods or texting while walking.
- Avoid strangers. If an unknown adult approaches you, run away and immediately report the incident to a trusted adult.
- Wait for the school bus at least ten (10) feet from the road and further away in bad weather.

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.
• Hold 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**

• Follow all bus driver instructions and be courteous to the driver.
• Remain seated and keep the aisles clear throughout the ride.
• Talk with friends quietly so the driver will not be distracted.
• Keep your personal belongings secure and with you at all times. Remove all belongings and trash prior to exiting the bus.
• Students must not use cell phones, iPad, laptops, or any electronic device on the school bus at any time.

**Private Transportation**

The division recognizes that students may travel to and from school by alternate means of transportation, including personal and childcare provider vehicles, bicycles, and walking.

Students brought to school by private means of transportation should arrive no earlier than 15 minutes before the start of the school day. All students must be picked up at the appropriate dismissal time. The division is not responsible for the supervision of students using private transportation before or after school hours when the student is not participating in an approved school activity.

Private vehicles are not permitted in areas designated for the loading and unloading of school buses, including Fire Lanes marked with yellow paint and/or “No Parking: Fire Lanes” signs. Unauthorized parking in a fire lane is not only a safety hazard it is a violation of the law. Please observe all signs posted at school entranceways.

**Driving and Parking**

• Section 22.1-205.1 of the Code of Virginia requires students to provide evidence of a valid driver’s license or driver privilege card before school officials can issue a parking pass on school property.
• 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.
• Driving/parking permits are issued by the principal or his/her designee.
• Violators are subject to loss of permits, suspension and/or removal of vehicles.
• All vehicles parked on school property must be locked.
• Students who drive vehicles onto school property are responsible for any and all contents in the vehicles.
• All vehicles on school property are subject to search.
• 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

**Walking/Bicycling Rules**

Walking/bicycling to and from school is discouraged except in neighborhoods designated as walking zones for which no transportation is provided (see below). Students must have written permission from parents/guardians and the approval of the school to bicycle from neighborhoods listed below. Additionally, permissions must be given by the school principal for students to walk or bicycle from neighborhoods in which transportation is provided.

<table>
<thead>
<tr>
<th>School</th>
<th>Designated Walking Zones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Manor Elementary School</td>
<td>Part of the 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 School</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 School</td>
<td>Glen Laurel and Grafton Woods subdivisions</td>
</tr>
</tbody>
</table>

**Questions**

If you have any questions, or you see behavior that causes you concern, please contact the York County School Division Transportation office at 757-898-0344.
STUDENT LEARNING & SUCCESS

In this Section

Instruction
Grading
Student Services
Instruction

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 variety of literacy approaches, teachers provide instruction in the areas of oral language, phonemic awareness, phonics and spelling, fluency, vocabulary, and comprehension. 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 decodable readers, textbooks, literature, library books, reference materials, magazines, computer software and newspapers enhance the literacy 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. Yorktown Elementary is a Project Lead the Way School.

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 Instruction**

**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).

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

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

**Career and Technical Education (CTE) Advisory Committee**

The Board-appointed Career and Technical Education (CTE) Advisory Committee advises and assists YCSD on current job needs, projected workforce trends, and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application. The CTE Advisory Committee makes recommendations on training and instructional resources, participates in work-based learning and career connections activities for students, and promotes the York County School Division CTE instructional programs.

The CTE Advisory Committee is composed of members of the public, including students, teachers, parents, and representatives from business, industry, and labor. Information about regularly scheduled meetings is posted on the YCSD website. Parents/guardians are notified through the schools and the notification system phone calls and emails. Additionally, CTE Advisory Committee meetings are FOIA-compliant. Parents/guardians are encouraged to attend and share information on issues and concerns regarding the career and technical education programs in York County. Each meeting contains a public comment period. For information about this committee, contact one of the appointed committee members or the CTE staff. This contact information is listed on the division’s website, at: [https://yorkcountyschools.org/aboutUs/schoolBoard/advisoryCommittees.aspx](https://yorkcountyschools.org/aboutUs/schoolBoard/advisoryCommittees.aspx). Anyone interested in serving as a representative on the CTE Advisory Committee should contact his or her child’s principal or the CTE program coordinator for an application.

**Virtual Instruction**

YCSD utilizes both Virtual High School (VHS) and Virtual Virginia (VVA) to provide students with instructional opportunities available in the Program of Studies. VHS is a local virtual program, staffed with YCSD teachers, which operates using the YCSD academic calendar, curricula, and grading policies and procedures. VVA, is a state virtual program governed by the VDOE and staffed with Virginia Licensed teachers. VVVA operates using their own program specific academic calendar, curricula, and grading policies and procedures. Both programs provide synchronous and asynchronous instruction using their own online platforms and resources for video conferencing.

**Non-traditional and Alternative Instructional 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.

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.

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 9th grade students in YCSD are provided the opportunity to take the PSAT 8/9 at no cost to the student. The PSAT 8/9 provides an earlier baseline measure for college and career readiness, as well as individualized information for academic and career planning.

All 11th 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 semi-finalists 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 and 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.

Family Life Education

**REFERENCE: SCHOOL BOARD POLICY IG AH**

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 on the division website:

[https://yorkcountyschools.org/parents/parentResources/default.aspx](https://yorkcountyschools.org/parents/parentResources/default.aspx)

Families 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 is also 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 School Board Office.

Instructional Materials

**REFERENCE: SCHOOL BOARD POLICY IIAU**

A multi-text approach may be used in some classes. Textbooks, which may include electronic material, may be issued for part of or the entire school year.

The following procedures are to be used for textbooks:

- 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)

- 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.

- 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.

- 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.

Teachers and administrators carefully select Instructional materials to support and enrich the educational program for the students in accordance with School Board Policy. All instructional materials used in schools are available for inspection by parents/guardians upon request. A request for review or reconsideration of instructional materials should be referred to the school principal and follow the guidelines set forth in Superintendent’s Regulation IIA.

Student Resources

Each school provides access to many print and digital products for all students, PreK-12 and their families, to support research, learning, and recreational reading. These materials are available for checkout in the library media center or learning commons of the school. An online card catalog is available on each school website to assist families in identifying the materials currently available.

**Student Services**

**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 multidisciplinary 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 Program (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.

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.

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).

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.

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. Parents/guardians are also notified through the schools and the notification system phone calls and emails. Additionally, SEAC meetings are FOIA-compliant. Families are encouraged to attend 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:


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

English Learners (EL) Program

Students who qualify as English Learners (ELs) will be provided with instructional services that are based on the student’s identified academic and language needs. English as a Second Language and classroom 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.

Gifted Education

REFERENCE: SCHOOL BOARD POLICY IGBB

YCSD 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 the year for grades 1 through 12. Gifted students in grades 1 through 5 participate in the EXTEND Program at Dare Elementary or Waller Mill Elementary schools. 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 gifted 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 Honors 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.

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.

**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.

Anyone interested in serving as a school representative on GEAC should contact their child’s principal or the gifted program coordinator for an application.

**Grading**

**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.

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.

**Reporting Grades**

**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 3 through 12. The standards-based report card for grades K and 2 provides detailed progress on student performance in the areas of reading, written/oral communication, and mathematics. Because of the detail provided in the standards-based quarterly report card, grades K and 2 students do not receive interim report cards.

The School Board adopted a modified 10-point grading scale effective with the start of the 2012-13 school year. This scale is used for students in grades 3 through 12:

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

**Interim Reports**

Students in grades 3 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 interims 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:
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 invite families to a conference to discuss their student’s progress. In addition, students receive feedback on their academic performance through interim and quarterly report cards. Families should contact the teacher or the office for a mutually convenient appointment 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-2</th>
<th>Grade 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = Novice – Not making expected progress toward proficiency</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>B (80-89) = Good</td>
</tr>
<tr>
<td>P = Proficient – Regularly grasps and applies key concepts, processes and skills with limited errors</td>
<td>C (70-79) = Average</td>
</tr>
<tr>
<td>D (64-69) = Poor</td>
<td></td>
</tr>
<tr>
<td>I = Incomplete</td>
<td></td>
</tr>
</tbody>
</table>

Written Assignments (e.g., homework, make-up work)

- Required work should be received by the teacher.
- Required work should be corrected by the student prior to grading.
- Required work should be evaluated.
- 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**

All courses taught in York County middle and high schools are assigned grade-point values as follows:
YCSD high school class ranking 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:

\[(\text{Regular GPA Part}) + (\text{Bonus Part}) = \text{GPA}\]

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

<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>

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.

- Students entering the 9th grade and their families 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.

**Honor Roll**

Students in grades 3-12 are eligible for honor roll status based on specific criteria:

**Grades 3 – 8**

All A and A-B honor rolls are based on:

- Quarter grades
- Core classes in elementary schools
- All classes in middle schools
- Honor roll does not include citizenship as criteria

**High School**

- Honor roll is based on grade point averages (highest honors 3.75 or above and honors 3.25 to 3.7499)

**Homework Policy**

**REFERENCE: SCHOOL BOARD POLICY IKB**

**Guidelines**

Homework is an extension of the instruction that students receive in the classroom and provides an essential communication link between the teacher, student, and the family. Assignments depend upon the age and ability levels of students. In making homework assignments, teachers will adhere to the following guidelines:

- 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.
- 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.
- 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.
• Teachers will make every effort not to make assignments requiring significant financial contribution from students or parents. Teachers will inform parents of resources available through the school.
• In support of differentiated instruction, teachers may vary homework assignments.
• Homework will never be used for disciplinary purposes.

Special Note: Students in grades 6-12 who are enrolled in advanced, honor, IB, Dual Enrollment, and AP courses may be assigned additional homework.

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. Recognizing 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

• Students in grades 6 to 12 who are enrolled in advanced, honor, IB, Dual Enrollment and AP courses may be assigned additional homework.
• 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.

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.

Promotion Policy

REFERENCE: SCHOOL BOARD POLICY IUY

In the elementary schools, students are promoted from grade to grade based upon multiple criteria, including achievement in the areas of language arts, reading and mathematics, as well as test results from the Virginia assessment program. A student may remain for more than one (1) year in a designated elementary grade if his or her academic achievement in any of the areas of language arts, reading or mathematics is unsatisfactory or is significantly less than the established achievement level.

In the middle 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>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>5 Credits minimum</td>
</tr>
<tr>
<td>Grade 11</td>
<td>10 Credits minimum</td>
</tr>
<tr>
<td>Grade 12</td>
<td>15 Credits minimum</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 or by contacting the school counseling office at your child’s school.

Testing and 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/.

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.

Cognitive Abilities Test (CogAT)

The CogAT assessment is a universal screener to identify students for the gifted education program. This assessment is administered to all 1st grade students, assessing reasoning and problem-solving skills.

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 ask 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 apply under an early decision plan or to military academies. The ACT and SAT are administered at Grafton High School.

The ACT measures ability to perform types of intellectual tasks typically required of college students. Subjects covered are English, math, social studies and natural sciences.

The SAT is a 3-hour test of critical reading, writing and mathematical abilities. Information booklets are available in counseling offices. Colleges that require these tests of applicants specify the subjects and dates in their catalogs.

More information about the SATs, including available testing dates, can be found at: https://collegereadiness.collegeboard.org/sat.

More information about the ACTs, including available testing dates, can be found at: https://www.act.org/.

Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)

Ninth grade students are provided the opportunity to take the Preliminary Scholastic Aptitude Test (PSAT) 8/9. This test is administered at all York County high
schools annually. The PSAT 8/9 is a shortened version of the SAT that includes a Reading test, Writing and Language test, and a Math test.

Eleventh grade students are provided the opportunity to take the preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). The PSAT/NMSQT is a shortened version of the SAT which measures critical reading, writing and mathematical abilities important to college work. While sophomores are encouraged to take the PSAT/NMSQT, the test is also 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 Aptitude 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.
STUDENT HEALTH & SAFETY

In this Section

Emergency Preparedness
Health Services
Food Services
School Safety & Emergency Preparedness

REFERENCE: SCHOOL BOARD POLICY EB

YCSD is committed to providing a safe and secure environment for all students, families, and staff. Staff work in partnership with national, state, and local safety officials, police, fire, emergency medical services, and public health to ensure our schools are well prepared for a variety of emergencies.

All schools have comprehensive crisis plans developed in conjunction with safety officials. These plans are reviewed and updated annually. In general, each plan involves:

- the designation of an emergency incident management team;
- development of evacuation, lockdown, modified lockdown and hold in place procedures;
- preparation of a portable emergency go-kit containing 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 before, during and after an event.

Safety Terms

EVACUATION occurs when students and staff must leave the building due to a potentially hazardous situation inside the school, such as a fire alarm.

LOCKDOWN is implemented to secure school buildings and grounds due to a potentially threatening situation in or near the school, such as an intruder. Exterior and interior doors remain locked, school business and classroom instruction ceases, and cell phones are silenced.

MODIFIED LOCKDOWN is initiated to protect students and staff from a potential danger outside the school, such as police activity in the area. Normal instructional and business activities continue inside the school, while outdoor activity and access to and from the building is limited.

HOLD IN PLACE is used to temporarily clear all hallways and limit movement in the building while staff respond to a situation, such as a medical emergency or disruptive student.

The division will not dismiss any students during an emergency until it is safe to do so. In certain circumstances, students may be transported to an alternate location for reunification.

Drills

Over the course of the school year, schools hold several drills to help ensure students and staff know what to do in an emergency. These drills include, but are not limited to, fire, tornado and lockdown. 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.

Emergency Notifications Parents are asked not to call or come to a school during an emergency. This ensures staff and emergency responders are able to focus on their emergency roles and limits potential interference with emergency procedures.

Information will be provided to families, through the division’s rapid notification system, as information becomes available and appropriate for release. 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.

Schools will act with the safety of students in mind, and school officials will always follow the directives of emergency personnel.

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 taken into consideration include:

- Amount and type of forecasted weather conditions;
- Timing of the weather conditions;
- Condition of all streets (thoroughfare and residential) and bus stops; and
- Ability to clear parking lots and sidewalks around schools.

As soon as a decision to adjust school operating hours is made, the information is:
• posted on the division’s website, YCSD-TV, YCSD app, social media accounts;
• shared via the division’s telephone and email notification system to all parent contact information on file for each student; and
• provided to local television and radio stations, though the division cannot guarantee the broadcast or accuracy of closure announcements on these stations.

Whenever possible, morning decisions to close or delay school will be made no later than 5:30 a.m. Please remember NO announcement will be made if schools will be operating on their normal schedules.

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 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.

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.

Health Services

School clinics are staff 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 child’s school nurse or pediatrician is highly encouraged.

Illnesses/Accidents

Students with infectious or contagious conditions including, but not limited to COVID-19/flu-like illnesses, conjunctivitis (pink eye), impetigo, head lice, ringworm or scabies may be sent home until diagnosis, treatment and/or clearance to return 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 child is ill, please keep the student 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 100.0°F or more, vomiting, repeated diarrhea, inflamed or draining eyes/ears, persistent cough/sore throat, skin eruptions/draining sores. If your child 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. Working together, the spread of illnesses can be minimized.

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. Families 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 clinic staff be made aware of current telephone numbers, emergency contacts, changes in health status and student medications. Emergency contacts should live locally.

Physical Education (PE) 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, an alternative assignment will be provided. Injuries or illnesses exceeding 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.

**Immunizations**

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated by the Virginia Department of Health:

https://www.vdh.virginia.gov/immunization/requirements/

Should you have any questions please contact Janaye Oliver, Adolescent Immunization Coordinator at the Department of Health, by telephone at (804) 864-8073 or by email at Janaye.Oliver@vdh.virginia.gov.

**Medication**

Families 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 in the original container*. Over-the-counter medication needed during school hours must also 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 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 however, they may be used in certain situations. Prior discussion with the nurse and teachers is strongly advised to minimize time away from the classroom. School health services providers will communicate with families at the end of the school year to pick up any unused medication. Any medication not picked up after parent contact will be destroyed.

**Epinephrine/Albuterol Guidelines**

All public school systems in Virginia are required to have epinephrine and albuterol available in each school for the emergency treatment of conditions such as anaphylaxis and severe asthmatic-like events. Each school will be required to have at least two (2) employees trained in the administration of epinephrine and albuterol. YCSD will follow the guidelines on epinephrine and albuterol as set forth by the Virginia Department of Education.

**Student Screenings**

**REFERENCE: CODE OF VIRGINIA § 22.1-273**

**Vision & Hearing**

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-Educational Information**

Scoliosis is an abnormal curvature of the spine. Named for a Greek word meaning “crookedness,” scoliosis refers to a curved or crooked back. It generally occurs in otherwise healthy children during the growth years, 10-15. Progressive curves occur more frequently in girls than in boys. Scoliosis tends to run in families but in most cases, the cause of is unknown.

Screening is a simple, painless process which does not take long. Boys should stand with shirts off and girls may wear a halter top or bra. The screener observes the child’s spine, first in a standing position with arms hanging freely at the sides, and then with the child bending forward and away from the screener with arms extended toward the floor. If the child’s back, shoulders or hips seem uneven further evaluation is recommended. Only a health care provider can diagnose scoliosis through examination and x-rays. If a diagnosis of scoliosis is made, treatment options include exercise/physical therapy, bracing, and in severe cases, spinal surgery. Mild spinal curves often require no treatment.

After reading the information, if a parent is concerned they may request a screening in writing to their school clinic. If screening results warrant further evaluation by a medical professional, parents will be notified.

**Concussion Guidelines**

Concussion Definition – a brain injury 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 student-athletes who suffer a concussion are given a proper diagnosis, given adequate time to heal, and are not allowed 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 or other head injury.


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 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. A 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.

Eating Disorders-Educational Information

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports.

Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware they have a problem or keeps the issues secret. Family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the information below, if you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or access one of the resources listed below.

Academy for Eating Disorders (AED)

Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)
www.feast-ed.org

National Eating Disorders Association (Toll free, confidential Helpline, 1-800-931-2237)
www.nationaleatingdisorders.org

Additional resources may be found at:
Virginia Department of Education
Student Insurance

REFERENCE: SCHOOL BOARD POLICY JHC

YCSD partners with K&K insurance to offer Voluntary Student Accident Insurance. Student accident insurance can reimburse families for a child’s eligible medical expenses due to accidents occurring at home or at school. Interested families will pay a one-time payment for the coverage option of their choice. Accident and dental insurance are offered at the beginning of the school year. Information regarding the available plan is available on the division website: https://yorkcountyschools.org/parents/studentSafetyWellness/default.aspx

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

Food Services

REFERENCE: SCHOOL BOARD POLICY EF

Research shows students perform better academically when they are nourished and healthy. In partnership with our food services provider, Sodexo, YCSD ensures students are offered a variety of nutritious school meals in accordance with the USDA School Lunch, Breakfast and Commodity Food programs.

Only approved food and drink items will be sold to students. Students may not leave school grounds during lunch and meals purchased from restaurants should not be delivered during the school day.

Breakfast and lunch prices and menus are available on the division website and are posted in school cafeterias. Funds to purchase meals and à la carte can be added to a student’s account using the myschoolbucks.com website or by making payments directly to the school. The cafeteria and/or the school cannot accept lunch charges.

Free or reduced-price meals are available (upon application and approval) to students whose family income falls within federally established guidelines. Applications are distributed to families at the beginning of each school year. Applications may also be requested at any time from any school.

Technology

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 receiving e-rate funds from the U.S. Department of Education. YCSD implements software designed to filter inappropriate internet content.

Children’s Online Privacy Protection Act Notice (COPPA)

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

YCSD utilizes several third-party educational soft-ware 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 web-based applications approved by the school division for instructional use, along with privacy policy information, can be found online at https://yorkcountyschools.org/EdTech.

As new applications and resources are continuously emerging, the list will be updated.

Under the terms and conditions stated in this 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 news, public library 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
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 evaluate 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, tablets, iPads, cell phones, 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

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, internet safety and security;
5. Evaluate the effectiveness of the division AUP and update annually as needed;
6. Assess the need for and provide information related to internet safety and security to parents and the community via the division’s web-site and other methods.

Student Guidelines

1. In order to access division network and web based services, every student under 18 years of age must have a parent/guardian signature on the Student/Parent Technology Usage Form and return the form to school. Students 18 years of age or older must sign the Student/Parent Technology Usage Form and return the form to the school.
2. Any parent/guardian may revoke permission for a student’s access to all network services by signing a new Student/Parent Technology Usage Form, which is available in the Student Handbook and at every YCSD school.
3. 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 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:
- Canvas Learning Management System to check assignments, post homework and participate in online learning
- Aspen student information system to check grades
- Outlook to access student email
- Office365 productivity tools, and video conferencing
- Division-purchased instructional software and associated web services

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 as-signed school. This would include access to Virtual High School and Virtual Virginia courses from within the division.

NOTE: Division course assessments and state and federal-mandated testing, such as the Virginia SOL testing, require the use of computers with internet access. 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. The network account and device access are monitored and activity is logged both while in school and away from school on a YCSD issued device. All email messages and chat sessions are archived. Use of school email is for educational purposes only. Division officials reserve the right to monitor and review 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.

Furthermore, students have no expectation of privacy in their use of a privately-owned electronic device(s) while at school. The division 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.

Teacher permission is necessary for student use of a digital, either provided by the division or privately-owned, during classroom instruction or the class period. The voice, video and image capture applications provided on any device including but not limited to YCSD issued, privately-owned devices, BYOT devices, and school-based devices may only be used with teacher permission and for specific instructional purpose(s). NEVER record classroom activity without the express permission of the teacher.

User Privileges

1. Students 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). All reasonable 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; however, under no circumstances will comments, grades or evaluations be posted to the general public.
2. All students will be assigned an 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 services approved and used by YCSD.
3. Students 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, share-ware, games or other executable files are placed on network storage systems (hard drives) or division owned devices.
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 AUP and Student Handbook & Conduct Code.

User Responsibilities

1. Students must maintain the privacy and security of passwords and accounts. Students will not attempt to learn any other person’s password including but not limited to other students, teachers, school administrators and/or other school staff, access any other person’s account, or impersonate any other person on the network.
2. Students shall not operate any division technology for personal gain including commercial use or product advertisement.
3. Students shall not connect any privately-owned electronic device by cable to the school system network.
4. Student shall not 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.
5. 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.
6. 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.

7. Students shall use the division-provided Wi-Fi service available in all schools and facilities of the division.

8. Students shall not connect a 1:1 device, either provided by the division or privately-owned, to any privately-owned 3G, 4G, 5G, or other cellular serviced hotspots or like services, on cell phones, other cellular-service-enabled devices or similar services/devices in order to access the internet or share internet access while on school grounds.

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

10. Students shall not 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.

11. Students shall not send via an email message or any other form of electronic communications any message that may be regarded as harassment, discriminatory remarks, hate mail, a threat or threatening, obscene and/or vulgar language. Additionally, any conduct prohibited by the student conduct code, school board policy, federal or state law is strictly prohibited.

12. 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.

13. Students will be responsible for all material in the student’s 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.

14. Students shall not install division-owned licensed software on any privately-owned electronic device.

15. Students shall not install personal software 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.

16. Students are 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.

17. Any student accesses pornographic, undesirable or inappropriate materials, files or emails, 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 Information Technology or Instruction departments for assistance.

YCSD will take precautions to restrict access to inappropriate materials. All division teachers and staff will monitor 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.

Please contact your student’s school or the Information Technology department with comments or questions regarding this AUP.

**Protecting Your Information**

YCSD uses physical, technical, and organizational security measures to safeguard your data from unauthorized or accidental disclosure. Despite these efforts, no information system can be 100% secure, so we cannot guarantee the absolute security of your information. Users also have a role to play in keeping their data safe. We encourage you to use a unique and hard-to-guess password for your account and to not share it with others. You should only grant full access rights to people who you know and trust, and, even then, you should be careful in granting all access rights. You should monitor your account regularly.

**IF YOU BELIEVE SOMEONE HAS GAINED ACCESS TO YOUR ACCOUNT WITHOUT YOUR PERMISSION, IMMEDIATELY RESET YOUR PASSWORD AND PLEASE CONTACT YOUR TEACHER, PRINCIPAL, IIC OR YCSD HELP DESK (757-527-4819) SO YCSD CAN INVESTIGATE THE SITUATION AND PROTECT YOUR DATA.**

**Internet Safety Practical Guidelines**

Internet safety refers to the best practices and precautions users should observe to ensure personal safety and the safety of networks, personal information and devices. In addition to the many items found in the AUP, these guidelines will help protect your student while using the internet including:

1. Safe practices online to protect personal safety
2. Safe practices online to limit security risks to private information and property
3. Safe practices online to protect personal and school division networks and information

The purpose of the rules in these guidelines are to educate users and promote safe, secure, and appropriate instructional collaboration and teamwork through the use of 1:1 devices, digital communication and various productivity tools.

Take steps to protect:

- Digital Privacy and Security
- Digital Footprint and Reputation
- Personal and School Division Networks and Information

**Digital Privacy and Security**

Things you must remember when using division-provided 1:1 devices:

1. Your use of division technology equipment and services is to support learning and should be used accordingly.
2. Your use of division-provided 1:1 devices at home or at any non-YCSD location is still subject to the expectations of the YCSD AUP.
3. You are responsible for all material in your accounts and saved in your network storage locations.

**DO NOT**

1. Hide: Using anonymity to cloak your actions does not turn you into a trustworthy, responsible human being.
2. Assume content is private online: Anything you say or do can be copied, pasted and sent to millions of people without your permission as well as logged.
3. Create, send or publish material compromising a person’s right to privacy: Never take photos or record videos of staff or students, or publish these without their prior knowledge and/or permission.

Avoid activities that put your digital footprint and reputation at risk such as:

1. Participating in digital activity or conduct prohibited by the AUP, student conduct code, school board policy or federal or state law.
2. Creating or distributing any materials or files with inappropriate content including, but is not limited to, references to alcohol, tobacco, drugs and gangs; obscene language or nudity; bullying or harassment; discriminatory behavior.
3. Using email for inappropriately for jokes, chain letters, advertising, individual profit or gain or for political activity.

**Digital Citizenship**

Students should always conduct themselves as good digital citizens by adhering to the following:

Respect Yourself – Show respect through your actions.
Select appropriate online names. Use caution with the information, images, and other media posted online.
Carefully consider the personal information you share about yourself.

Protect Yourself – Ensure the information, images, and materials posted online will not put you at risk. Do not publish personal details, con-tact details, or personal activity schedules. Immediately report any inappropriate behavior directed at you while online.

Respect Others – Show respect to others. Do not use technology to antagonize, bully, harass, or stalk people.

Protect Others – Protect others by reporting abuse and not forwarding inappropriate materials or communications. Avoid unacceptable materials and conversations.

Respect Intellectual Property – Request permission to use copyrighted or otherwise protected materials. Properly cite the use of websites, books, media, etc.

Protect Intellectual Property – Do not use pirated software or distribute music or media in a manner violating license agreements.

Information Literacy & Credit & Copy-Right

According to the American Library Association, information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Information literacy is an important skill for students as it promotes Virginia’s 5C’s: critical thinking, creative thinking, collaboration, communication and citizenship.

Additionally, information literacy is an important component of the International Society of Technology Educators (ISTE) Standard 3 and the VDOE Digital Learning Integration Standard Content Strand – Knowledge Constructor. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Students are expected to follow all copyright laws. Piracy of software, music, movies, etc. is not tolerated. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

Social Networking & 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 to support instruction. Teachers will monitor and educate students about online safety and responsible use of social networking applications.
FAMILY ENGAGEMENT & COMMUNICATIONS

In this Section
- Addressing Concerns
- School-Home Communications
- School Visitors & Volunteers
Addressing Concerns

The division encourages families and other stakeholders to share feedback, concerns and questions. Our goal is to work with you to reach an effective and timely solution that is in the best interest of your child. Sometimes miscommunication or incomplete information can cause concern. Clarifying the situation with the people immediately involved creates opportunities to develop successful solutions.

Listed below are some of the most frequent topics we help address along with the suggested steps to take to speak with the staff member best equipped to provide answers and resolve concerns.

Contact information can be found on the division and school websites, and the division’s Let’s Talk!-AskYCSD platform can also connect stakeholders with staff.

Let’s Talk! – AskYCSD

Have a question?
Get your facts from the source.

yorkcountyschools.org/AskYCSD

Staff members will respond by the end of the next business day if you choose to share your contact information. If your matter is urgent, please contact your school directly or the School Board Office at (757) 898-0300.
School-Home Communications

The York County School Division believes having active, involved and informed families and community members is critical to our students’ success. The division uses multiple methods to maintain open, transparent and two-way communication between school and home.

To receive phone, email and text messages from the division, the school must have your up-to-date contact information.

If you move, change jobs or obtain a new cell phone number, please be sure to provide your child’s school with the new contact information immediately so you will not miss a single notification message.

Mass Notification System
Receive emergency notices, student attendance alerts, school news and upcoming events through the Blackboard mass notification system.

Division and School Websites
Find a variety of information about division and school programs, calendar, curriculum, policies, procedures and contact information.

Division App
Access all the division websites, tools and information in one location. Set up push notifications so you know the moment announcements are posted.

Download on the App Store or Google play – just search York County School Division.

Social Media
See what is happening in and around the division on Facebook, Twitter, Instagram, and YouTube.

To find accounts you want to follow, visit yorkcountyschools.org/socialmedia

Family Resources
Curriculum information, reading lists, writing requirements and web addresses that contain useful information for families and students are posted on the division website, https://yorkcountyschools.org. Families may obtain a paper copy of this information by contacting their child’s school.

Community Announcements

The York County School Division offers opportunities for local businesses and organizations to share information with students and families. These materials are neither sponsored nor endorsed by the division or schools, but are made available as a community service for our families. Requests to distribute information must be made online, https://yorkcountyschools.org/materialDistribution.

Directory Information

The division and organizations authorized by the division, may publish certain student information, known as Directory Information, in either print or electronic format.

Directory Information may also be released, upon request, to organizations and/or Virginia residents in accordance with state and federal laws. Further, the Every Student Succeeds Act (ESSA) states military recruiters are entitled to receive the name, address and telephone listing of juniors and seniors in high school unless the parent directs otherwise.

Directory Information, as defined by the Code of Virginia, § 22.1-287.1 (amended 2019), may include the following student information:

- Full Name
- YCSD email address (students ages 13+)
- Home address & telephone number
- Date of birth & gender
- School(s) & dates of attendance (by school year)
- Course of study
- Awards and honors received
- Height & weight (if member of athletics team)
- Photograph, video image or other likeness

Families complete the “release of student information” when registering a new student. This form is valid for the duration of a student’s enrollment, but may be modified at any time by submitting a written request to the school office.
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, [https://yorkcountyschools.org/community/volunteers](https://yorkcountyschools.org/community/volunteers).

Visiting Schools

**REFERENCE: SCHOOL BOARD POLICY KK**

Visitors, particularly families, are welcome at our schools. Parents wishing to visit classes should contact the school principal in advance to arrange an appropriate visitation schedule.

As part of the division’s safety measures, each visitor must report to the office to obtain a pass during the school day. Proper identification may be required before a visitor’s pass is issued. **Passes must be visibly displayed throughout any visit to the school.**

Students from other schools, inside or outside the county, are prohibited from visiting other school campuses during the school day without a specific reason (e.g., tutoring, transporting a sibling).

Community Use of Schools

**REFERENCE: SCHOOL BOARD POLICY KG**

To ensure a safe and inviting environment, citizens must abide by guidelines while on School board property. The playgrounds and athletic spaces are available to the public EXCEPT when:

- York County School Division is in session and/or has a scheduled event
- York County Parks and Recreation has a scheduled function or event
- Citizens or organizations have a permit reserving the space for an event (approved by York County Parks and Recreation)

School grounds and facilities may be used after school hours when authorized by the School Board. Forms to request the use of facilities are available in each school. Forms requesting 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.*
STUDENT CONDUCT CODE

In this Section

Student/Family Rights & Responsibilities
Student Behavior Expectations
Student Discipline Procedures
Student 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 class-room 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.
YCSD Student Dress Code

The York County School Division recognizes clothing is one of the primary ways 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 mid-thigh 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/Top

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 Covering

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 covering their mouth and nose. The division will provide more specific guidelines 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

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:

- Attend class regularly except for excused absences.
- Arrive to class on time.
- Come to class with necessary materials.
- Complete homework assignments.
- Meet deadlines.

- Do own work when independent work is required.
- Participate in class activities and discussions.
- Exercise reasonable care of school property.
- Show respect for others.
- 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 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 and Restorative Conferencing

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 found to be bullying will result in disciplinary action.

Cyberbullying is a form of bullying including, but 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 occurring 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 of a child 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?

- Talk with your child. Tell your child that you are concerned and that you would like to help.
- 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 counsel 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 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.
# The Continuum for Understanding Peer Conflict and Bullying

<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</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</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 counselor</td>
<td>Should be handled by reporting the situation to a parent/guardian</td>
</tr>
</tbody>
</table>
Parental/Family Rights and Responsibilities

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
- Per Virginia Code (22.1-4.3) a non-custodial parent of a student enrolled in a public school shall not be denied the opportunity to participate in any of the student’s school activities (examples: lunch breaks, teacher conference, etc.) unless stated in a court order.
- Under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g: 34 CFR Part 99) Parents/Guardians have certain rights with respect to their children’s education records. This information can be reviewed at the following link: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

**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)
- Provide a copy of custodial documentation for their child(ren) to the school’s main office upon registration of their child, and when/if changes are made to the custodial document.
- Contact the school office if a student has lost either personal or school issued items. Schools cannot accept responsibility for lost items.
- Review and complete the form acknowledging receipt and review of the Student Handbook and Conduct Code.
### Student Behavior Categories and Conduct Expectations

It is the mission of the York County School Division to ensure every student is valued, supported, and challenged through learning experiences, which prepare them for a successful future. As delineated in the Profile of a Virginia Graduate, it is the responsibility of 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.

<table>
<thead>
<tr>
<th>Behavior Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that Impede Academic Progress (BAP)</td>
<td>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.</td>
</tr>
<tr>
<td>Behaviors Related to School Operations (BSO)</td>
<td>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.</td>
</tr>
<tr>
<td>Relationship Behavior (RB)</td>
<td>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.</td>
</tr>
<tr>
<td>Behaviors that Present a Safety Concern (BSC)</td>
<td>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.</td>
</tr>
<tr>
<td>Behaviors that Endanger Self or Others (BESO):</td>
<td>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.</td>
</tr>
<tr>
<td>Persistently Dangerous Behaviors (PD)</td>
<td>These behaviors are described in the Virginia’s Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act (ESSA) of 2015.</td>
</tr>
</tbody>
</table>

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:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills, and
- Responsible decision-making

### 3 Tiers of Support

![Diagram of 3 Tiers of Support]

**Tier I 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.
## Proactive and Preventative Classroom Supports Coordinated by the Teacher

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

## Instructional Responses for Classroom Managed Behaviors (Teacher-Based)

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

### Leveled Administrative Responses to Student Behavior (SBAR)

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/or 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 (excludes violations of BAP4, BAP5, and BSO4)
- 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 – 3 days) *notation only applies to 3 – 5 grade students
- 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 (mandatory 45 days of social probation for drug and alcohol violations)
- 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
- Social Probation

Elementary Leveled Responses to Student Behavior

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></td>
<td></td>
<td>X</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></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 3</td>
<td>Scholastic dishonesty (such as cheating, plagiarism)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAP 4</td>
<td>Unexcused tardiness to class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BAP 5</td>
<td>Unexcused tardiness to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</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>X</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></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 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>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>X</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>X</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>X</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>X</td>
<td>X</td>
<td></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>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 15</td>
<td>Student is not going to class as assigned</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 16</td>
<td>Student is in an unauthorized area of the campus</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.)

(For Elementary 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 (<a href="https://example.com">See Model Policy to Addressing Bullying in Virginia’s Public Schools</a>)</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 2</td>
<td>Cyberbullying (<a href="https://example.com">See Model Policy to Addressing Bullying in Virginia’s Public Schools</a>)</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>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>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>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>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></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></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 orientation, or disability</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></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>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<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>X</td>
<td></td>
</tr>
<tr>
<td>BSC 2</td>
<td>Alcohol: Distributing alcohol to other students</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></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, vaping equipment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>(2nd offense)</td>
</tr>
<tr>
<td>BSC 6</td>
<td>Bullying Behavior without physical injury that continues after intervention (<a href="#">Model Policy to Addressing Bullying in Virginia’s Public Schools</a>)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bullying that leads to physical injury should be classified as Assault and Battery</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 (<a href="#">Model Policy to Addressing Bullying in Virginia’s Public Schools</a>)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>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>
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</tr>
<tr>
<td>BSC 8</td>
<td>Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment</td>
<td>X</td>
<td>X</td>
<td>X</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>X*</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>X</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 that creates a risk of injury to self or others</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</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>
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</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>X</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>
<tr>
<td>BSC 21</td>
<td>Stalking as described in the Code of Virginia, § 18.2-60.3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 22</td>
<td>Stealing money or property using physical force (no weapon involved)</td>
<td>X</td>
<td>X</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>X</td>
<td>X</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BSC 26</td>
<td>Possessing dangerous instruments/substances that could be used to inflict harm upon another</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></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>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 (Elementary Schools)

<table>
<thead>
<tr>
<th>BESO Code</th>
<th>Description</th>
<th>Level1</th>
<th>Level2</th>
<th>Level3</th>
<th>Level4</th>
<th>Level5</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>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>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 medications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></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>X</td>
<td>X</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>X</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>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>BESO 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</td>
<td>X</td>
<td>X</td>
<td>X</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>X</td>
<td>X</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></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) (not including written threats)</td>
<td>X</td>
<td>X</td>
<td></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

*(Elementary 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>BESO14</td>
<td>Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</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 personnel</td>
<td>X</td>
<td>X</td>
<td></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 students or others</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BESO 17</td>
<td>Bomb threat – Making a bomb threat</td>
<td>X</td>
<td>X</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* *(Elementary Schools)*

*(Elementary 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></td>
<td>Sub-Category I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 1</td>
<td>Homicide - Firearm</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 2</td>
<td>Homicide - Other Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 3</td>
<td>Sexual Assault</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 4</td>
<td>Attempted Sexual Assault</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 5</td>
<td>Use of a Bomb</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td></td>
<td>Sub-Category II</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PD 6</td>
<td>Assault with Firearm or Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 7</td>
<td>Actual or Attempted Robbery</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 8</td>
<td>Kidnapping/Abduction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 9</td>
<td>Malicious Wounding without a Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 10</td>
<td>Aggravated Sexual Battery on a Student</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<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* (Elementary Schools)

( Elementary 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>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Sub-Category III</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PD11</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>PD12</td>
<td>Illegal Possession of Rifle or Shotgun</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD13</td>
<td>Illegal Possession of Any Other Projectile Weapon</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PD14</td>
<td>Illegal Possession of Bomb</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PD15</td>
<td>Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PD16</td>
<td>Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Secondary Leveled Responses to Student Behavior

**Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students (Secondary 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>X</td>
<td></td>
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<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>
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</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>
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</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></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></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></td>
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<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></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 8</td>
<td>Gambling (games of chance for money or profit)</td>
<td>X</td>
<td>X</td>
<td></td>
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<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 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></td>
<td></td>
<td>X</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></td>
<td></td>
<td>X</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></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 15</td>
<td>Student is not going to class as assigned</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSO 16</td>
<td>Student is in an unauthorized area of the campus</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<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 (<a href="#">See Model Policy to Addressing Bullying in Virginia’s Public Schools</a>)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RB 2</td>
<td>Cyberbullying (<a href="#">See Model Policy to Addressing Bullying in Virginia’s Public Schools</a>)</td>
<td></td>
<td></td>
<td>X</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></td>
<td></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></td>
<td>X</td>
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</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 5</td>
<td>Stealing money or property without physical force</td>
<td>X</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>X</td>
<td>X</td>
<td></td>
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<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 orientation, or disability</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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</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>
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</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**

*(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>X</td>
<td>X</td>
<td>X</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>
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</tr>
<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>X</td>
</tr>
</tbody>
</table>

(2nd offense)
**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 6</td>
<td>Bullying Behavior without physical injury that continues after intervention (<a href="#">Model Policy to Addressing Bullying in Virginia’s Public Schools</a>) Bullying that leads to physical injury should be classified as Assault and Battery</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BSC 7</td>
<td>Cyberbullying that continues after intervention (<a href="#">Model Policy to Addressing Bullying in Virginia’s Public Schools</a>) 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>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 8</td>
<td>Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<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>X</td>
<td></td>
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<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>
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<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>
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</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>
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<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>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>X</td>
<td></td>
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<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>X</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 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>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 21</td>
<td>Stalking as described in the Code of Virginia, § 18.2-60.3</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BSC 22</td>
<td>Stealing money or property using physical force (no weapon involved)</td>
<td></td>
<td>X</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>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 25</td>
<td>Trespassing</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 26</td>
<td>Possessing dangerous instruments/substances that could be used to inflict harm upon another</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</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>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</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></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>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 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 (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 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>X</td>
<td>X</td>
<td>X</td>
<td>X</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></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</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 § 18.2-46.1</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</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>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 12</td>
<td>Threatening, intimidating, or instigating violence, injury or harm to a staff member or members</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 13</td>
<td>Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (not including written threats)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 14</td>
<td>Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</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 personnel</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 16</td>
<td>Using an object not generally considered to be a weapon to threaten or attempt to injure students or others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 17</td>
<td>Bomb threat – Making a bomb threat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BESO 18</td>
<td>A crime in the community where the student was charged with an offense relating to the Commonwealth’s laws but is required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</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>
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<tr>
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<td><strong>Sub-Category I</strong></td>
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</tr>
<tr>
<td>PD 1</td>
<td>Homicide - Firearm</td>
<td>X</td>
<td>X</td>
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<tr>
<td>PD 2</td>
<td>Homicide - Other Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>PD 3</td>
<td>Sexual Assault</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 4</td>
<td>Attempted Sexual Assault</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>PD 5</td>
<td>Use of a Bomb</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
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<td><strong>Sub-Category II</strong></td>
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</tr>
<tr>
<td>PD 6</td>
<td>Assault with Firearm or Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PD 7</td>
<td>Actual or Attempted Robbery</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PD 8</td>
<td>Kidnapping/Abduction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PD 9</td>
<td>Malicious Wounding without a Weapon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 10</td>
<td>Aggravated Sexual Battery on a Student</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td><strong>Sub-Category III</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PD11</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>PD12</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>PD13</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>PD14</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>PD15</td>
<td>Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD16</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>
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</tr>
</tbody>
</table>
Procedures for Handling Violations of the Student Conduct Code and the Appeals Process

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 account of the reported incident.

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:

- Presenting oral or written notice of the reported code of conduct infraction,
- Giving an explanation of the evidence concerning the infraction report, and
- Giving the student an opportunity to present his/her account of the reported incident.

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:

- Issue a school-based intervention (peer mediation, community service, teacher-student conference, etc.).
- Assign Alternative to Suspension (ATS): alternative setting for less than half of the instructional day.
- Assign In-school Suspension (ISS): alternative setting for half or the entire instructional day.
- Issue an Out-of-School Suspension (OSS): removal from school setting for one (1) to ten (10) instructional days.

Due Process for Claims of Self-Defense
Per Guidance from the Virginia Department of Education (2019), in order for a claim of self-defense to apply, the following conditions should be met. The person claiming self-defense must:

- Be without fault in provoking or bringing on the fight or incident.
- Have reasonably feared, under the circumstances, as they appeared to him, that he was in danger of harm.
- Have used no more force than was reasonably necessary to protect him from the threatened harm

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 statement of the facts leading to the decision to suspend.
- The date and time when the student will be allowed to return to school.
- The procedure for appealing the decision (provided in the student handbook).

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 student’s expulsion regardless of the facts of the particular situation.

**Procedures for Handling Alcohol, Tobacco, and Marijuana Violations**

Middle and high school students with a first offense for being under the influence, possession, and/or use of Alcohol, Tobacco (includes vaporizer-based devices), and/or marijuana (includes synthetic cannabinoids, imitation controlled substances, and drug paraphernalia):

- short term out-of-school suspension
- provide referral information for community based services for a professional assessment and intervention program (voluntary participation at parent expense)
- 45 calendar days of social probation (includes weekends and division breaks) / loss of privilege to participate in extracurricular activities including academic clubs, athletics, and school dances
- complete a reflection essay

Second offense for being under the influence, possession, and/or use of Alcohol or Marijuana (includes synthetic cannabinoids, imitation controlled substances, and drug paraphernalia), a ten (10) day out-of-school suspension with a recommendation for long-term suspension.

**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.
Disciplinary Authority of School Boards under Certain Circumstances

Per the Code of Virginia, § 22.1-277.2:1, A school board may, in accordance with the procedures set forth in this article, require any student who has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (ii) found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) found to have committed a serious offense or repeated offenses in violation of school board policies; (iv) suspended pursuant to § 22.1-277.05; or (v) expelled pursuant to § 22.1-277.06, 22.1-277.07, or 22.1-277.08, or subsection C of § 22.1-277, to attend an alternative education program.

A school board may require such student to attend such programs regardless of where the crime occurred. School boards may require any student who has been found, in accordance with the procedures set forth in this article, to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of school board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

A school board may adopt regulations authorizing the division superintendent or his designee to require students to attend an alternative education program consistent with the provisions of subsection A after (i) written notice to the student and his parent that the student will be required to attend an alternative education program and (ii) notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the division superintendent or his designee regarding such placement. The decision of the superintendent or his designee regarding such alternative education placement shall be final unless altered by the school board, upon timely written petition, as established in regulation, by the student or his parent, for a review of the record by the school board.

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:

- 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.
- 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.
- Information derived from questioning will be kept in strict confidence by school officials unless legal procedures will require otherwise.
- 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.

**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.

**School Board Policy GBA/JFHA: Prohibition against Harassment and Retaliation**

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.

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

The link to the entire policy is: http://go.boarddocs.com/vsba/ycsd/Board.nsf/goto?open&id=B44US966CA43
REPORT IT

YCSD students, parents and staff members have a collective responsibility to report incidences of misconduct, such as threats, bullying, discrimination and/or harassment, to the York County School Division.

Choose the reporting method that works best for you!

Tell a trusted adult

Call the YCSD Hotline at 757-890-5000

Report on the YCSD App or yorkcountyschools.org/ReportIt

All reports made are confidential. Reports are retrieved and investigated daily (calls and forms submitted after 5 p.m. will be reviewed by 8 a.m. the next business day).

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
757-898-0455