



Northumberland County Public Schools
Student Code of Conduct
Grades PreK-12



NES



NMS

NHS

A Guide for Students, Families, and Staff
2023-2024

Northumberland Elementary School 804-580-8032

Northumberland Middle School 804-580-5753

Northumberland High School 804-580-5192

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NCPS Mission Statement

The mission of the Northumberland County Schools, in collaboration with parents, educators, and community members is to provide our students with the skills and knowledge necessary to enable them to succeed in an ever changing and competitive world. We believe the school environment should be safe and caring in order to develop the physical, social, emotional, and intellectual potential of each of the students so that they will be able to successfully compete in today's highly global and technological society.

Northumberland County Public Schools P.O. Box 730, 6958 Northumberland Highway Heathsville, Virginia 22511 Phone: (804) 529-6134 Fax: (804) 580-4051	Northumberland Elementary School 757 Academic Lane Heathsville, VA 22473 Phone: (804) 580-8032 Fax: (804) 580-8406 Grades: Pre-Kindergarten-5th
Northumberland Middle School 175 Academic Lane Heathsville, VA 22473 Phone: (804) 580-5753 Fax: (804) 580-5282 Grades: 6th–8th	Northumberland High School 201 Academic Lane Heathsville, VA 22473 Phone: (804) 580-5192 Fax: (804) 580-5232 Grades: 9th–12th

NORTHUMBERLAND ALMA MATER

In the state of old Virginia

Symbol of success

Proudly stands our alma mater, Dear old N.H.S.

Forward Ever is our watchword, Conquer and prevail

All her students

Laud and praise her,

N.H.S. all hail!

Nondiscrimination Statement

The Northumberland County School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law. This commitment will prevail in all of its policies concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Student Orientation - Code Of Conduct

Since it is in the best interest of the students of Northumberland County Public Schools to be fully aware of the regulations governing their behavior, an orientation of the Student Code of Conduct will be given by the principal or his/her designee at the beginning of each school year/semester.

Additionally, each student will receive a published copy of this Student Code of Conduct for his/her own personal use and reference. This manual includes a page (Appendix E), which must be signed by both parent

or guardian and the student, noting that they acknowledge receipt of and agree to read and discuss the manual with their student(s).

Please be advised that policy and procedures may be updated during the course of a school year. A current copy of the Student Code of Conduct will be maintained on the NCPS website.

Rights And Responsibilities Of Students, Parents/Guardians, And Employees

Students' rights include, but are not limited to:

- Attending school where your parent or legal guardian lives and receiving a free and appropriate public education.
- Expecting that your school will be a safe and orderly place that is focused on providing equitable educational opportunities.
- Being respected and treated courteously and fairly by other students and school staff. Expressing your ideas verbally and/or in writing in accordance with NCPS policies and procedures.
- Dressing in a way that expresses your personality while following the NCPS dress code. Having appropriate opportunities to participate in school activities.
- Having access to relevant information concerning drug and alcohol abuse.
- Learning in an environment free from intimidation, harassment, or discrimination by employees or students on school property or at a school sponsored events, functions, or activities.

Students' responsibilities include, but are not limited to:

- Attending school daily, regularly, and on time, performing to the best of your ability, being prepared to learn and taking advantage of educational opportunities.
- Being aware of all expectations regulating behavior and conducting yourself in accordance with these guidelines.
- Expressing opinions and ideas, as well as, treating everyone in the school community with respect in accordance with NCPS policies and procedures.
- Dressing appropriately in accordance with the school division's dress code.
- Seeking information and services that can help you with personal problems. Helping create a school environment that is free from intimidation, harassment, or discrimination. Reporting and encouraging others to report any incidents of intimidation, bullying, harassment, or discrimination.

Parents'/Guardians' rights include, but are not limited to:

- Being actively involved in their children's education.
- Being treated courteously, fairly and respectfully by all NCPS employees.
- Receiving information about the policies and procedures of the Northumberland County Public School Board that relate to your children's education.
- Receiving regular reports (written or oral) from school staff regarding your children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
- Receiving information and prompt notification of inappropriate or disruptive behaviors by your children and any disciplinary actions taken by administrators or school staff.

- Receiving information about due process procedures for disciplinary matters concerning your children, including information on conferences and appeals.
- Receiving information from school staff about ways to improve your children's academic or behavioral progress.
- Receiving information about services for students with disabilities and English language learners, when applicable.
- Receiving communication through provided translators.

Parents'/Guardians' responsibilities include, but are not limited to:

- Having children regularly attend school on time, and communicating reasons for absences and tardiness.
- Informing NCPS staff about any concerns and/or complaints in a respectful and timely manner. Working with school administrators and teachers to address any academic or behavioral problems your children may experience.
- Supporting Northumberland County Public Schools by communicating with your children about acceptable and expected school behavior.
- Becoming familiar and complying with the policies of the Northumberland County Public School Board, administrative regulations and the Student Code of Conduct.
- Providing and maintaining updated contact information to Northumberland County Public Schools and your children's individual school(s).
- Supporting student completion of homework and participation in offered academic support programs.
- Being respectful and courteous to staff, other parents, guardians and students at all times.

NCPS Employees' rights include, but are not limited to:

- Working in a safe and orderly environment.
- Being treated courteously, fairly, and respectfully by students, parents/guardians, and other school staff.
- Communicating concerns, suggestions, and complaints to appropriate NCPS administration or the school board office without fear of intimidation, reprisal, retaliation, etc.
- Receiving appropriate professional development and training.
- Receiving the necessary resources to deliver quality instruction.
- Modifying instruction, if consistent with the policies of the Northumberland County Public School Board and other applicable laws and regulations.
- Working in an environment free from intimidation, harassment, bullying, or discrimination by employees or students on school property or at a school sponsored events, functions, or activities.

NCPS Employees' responsibilities include, but are not limited to:

- Attending work daily, being punctual, and implementing well-planned, differentiated, rigorous, and engaging instructional plans daily according to the standards for professional practice. Maintaining safe and orderly schools by using prevention and intervention strategies, and by following the Student Code of Conduct.
- Being respectful and courteous to students, parents and guardians, and serving as role models for students.
- Being knowledgeable about the policies of the Northumberland County Public School Board and other applicable laws and regulations, and enforcing them fairly and consistently.
- Being knowledgeable about federal and state laws, as well as, regulations about the disciplinary process for students with disabilities.

- Communicating proactively and regularly with parents about student progress, NCPS policies, building expectations, and responding to complaints or concerns in a timely manner.

Concerns about Title IX

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. § et seq., is a federal civil right law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter “schools”) receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, sexual assault, sexual battery and sexual coercion.

Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail, Title IX Officer, at PO Box 730, Heathsville, VA 22473, by calling 804-529-6134 x2005 or by emailing: co@nucps.net.

Information concerning student questions about possible Title IX violations can be found: [Title IX Policies](#)

Access our Title IX Training Materials - [Use this Link](#)

Virginia Tiered Systems of Supports

Northumberland County Public Schools is a VTSS school division.

The Virginia Tiered Systems of Supports (VTSS) is a data-informed decision making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.

The VTSS systemic approach allows divisions, schools and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

VTSS functions under the anchor process of integrating data, practices and systems to affect outcomes. The essential elements of an effective VTSS framework are:

- Aligned Organizational Structure
- Data Informed Decision-Making
- Evidence-Based Practices
- Family, School and Community Partnerships
- Monitoring Student Progress
- Evaluation of Outcomes and Fidelity

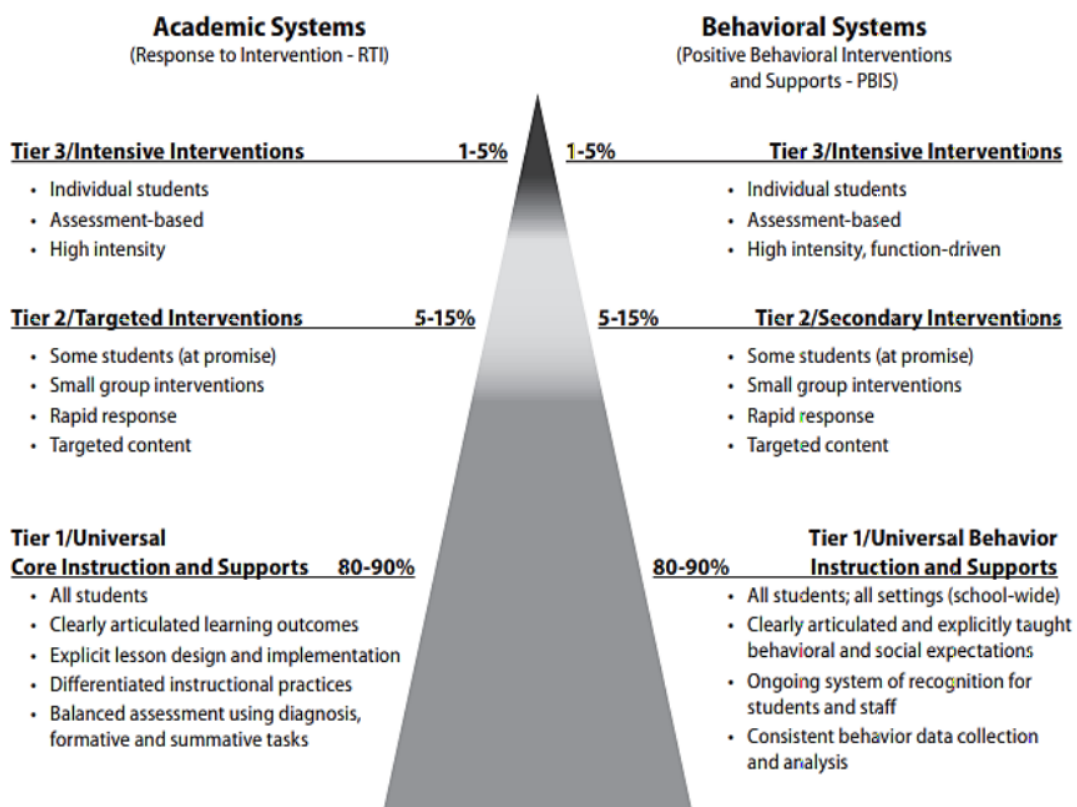
VTSS includes Positive Behavioral Interventions and Supports (PBIS). PBIS is a nationally-recognized approach to support positive academic and behavioral outcomes for all students. In Virginia schools, PBIS is the behavioral component of the Virginia Tiered Systems of Supports (VTSS).

PBIS helps teachers and administrators learn about and implement new techniques that reduce disruptive student behavior, which typically leads to office referrals, in school suspensions, and out-of-school suspensions that decrease instructional time for students. Based on extensive research, PBIS utilizes a positive approach to discipline. PBIS ultimately impacts the very culture of the school to shift attention to positive behavior and successful learning systems for children, teachers and administrators.

PBIS is interrelated to the Student Code of Conduct. PBIS is not a specific intervention or curriculum. Through focused attention on data collection and analyses, PBIS provides a framework of proactive, evidence-based prevention and intervention behavioral strategies that aid schools in defining, teaching, and supporting appropriate student behaviors in a positive school culture.

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Multi-Tiered System of Support



Tiers Of Support

TIER 1

The goal of PBIS at the Tier 1 level is the prevention of problem behavior and the promotion of positive behavior by establishing processes that should facilitate success for approximately 80 percent of students. An effective Tier 1 system should reduce the number of students who need more extensive resources at Tiers 2 and 3. PBIS includes the use of Restorative Practices and Responsive Classrooms.

Who Is the Focus for Tier 1 Supports? All students are the focus of Tier 1.

What are Tier 1 Supports?

- Small number of positively stated school-wide behavior expectations
- Behavioral expectations are clearly defined and routines are identified for all settings throughout the school and taught to all students in a systematic way
- System for recognizing students who display the expected behaviors
- List of clearly defined unacceptable behaviors and how they will be handled by staff

TIER 2

Tier 2 Supplemental Supports are designed to provide additional or targeted interventions to support students who are not responding positively to Tier 1 supports. With a successful Tier 1, approximately 15-20 percent of students may need Tier 2 supports. Students receiving Tier 2 supports should continue to have full access to Tier 1 supports.

Who Is the Focus for Tier 2 Supports? The focus of Tier 2 supports are students exhibiting problem behaviors who have not responded to Tier 1 efforts. Those may include students with:

- Three or more office referrals for non-violent/dangerous offenses within a quarter
- One or more referrals for violent/dangerous offenses
- A transition from long-term suspension or an alternative program.

Tier 2 Supports can include but are not limited to:

- Behavior Contract; Behavior Support Plan
- Point sheet; behavior feedback sheet; self-monitoring checklist
- Check-in/check-out with selected adult
- Social skills instruction
- Group counseling (skill deficit groups such as anger management, conflict resolution, de-escalation, organization, etc.)
- Mentoring
- Attendance support plans

TIER 3

Tier 3 should meet the behavioral needs of approximately 3 to 5 percent of students with the most intense and/or persistent problems. Tier 3 supports involve a process of functional behavioral assessment (FBA) that investigates why a behavior is occurring in more detail and development of a behavior intervention plan (BIP) that includes more intensive research-based interventions, more frequent and detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. Tier 3 supports can be provided at different levels of intensity, depending on the student's level of need.

Who Is the Focus for Tier 3 Supports? Students with intense needs who have not responded adequately to Tier 1 and Tier 2 efforts are the focus of Tier 3.

Tier 3 Supports can include but are not limited to:

- Intensified Tier 2 interventions
- Individual counseling by school counselor, social worker, or psychologist
- Intensified social skills instruction led by school counselor, social worker or psychologist
- Functional behavior assessment (FBA)/Behavior intervention plan (BIP)
- Consultation and coordination with outside agencies to ensure wraparound services and support

- Support/Progress monitoring frequency
- First meeting should be held after four weeks of implementation.
- Follow up meetings should be held at least every six to eight weeks after that time.
- Meetings should be held more frequently if needed.
- The case manager assigned to each student brings data as well as written draft recommendations for BIP revisions if data indicates a need for change

Restorative Practices

As a component of PBIS, schools shall incorporate the use of restorative practices in the prevention and intervention process. Restorative practices focus on building a positive climate within the building and having students develop empathy and understanding of the consequences of their actions on others. Restorative practices hold to a principle that understanding every instance of wrongdoing, conflict or problem that arises is an opportunity for learning and that despite these conflicts, relationships can be restored.

Restorative practices utilize community circles as a Tier 1 practice to build strong positive relationships among all students and staff. They also teach and model positive social skills such as sharing, listening, empathizing and problem solving, which help to create emotionally and physically safe learning environments that promote respect, trust and accountability. This social skills instruction is aligned with the school wide expectations promoted by PBIS and the student competencies put forth by the American School Counselor Association's (ASCA) National School Counseling Model.

Restorative circles are a Tier 2 support used to respond to wrongdoing, conflicts or problems by allowing those affected by the behavior to share their perspectives on how they were impacted and thoughts on how the situation can be “made right” so that the relationship(s) can be restored.

Student Conduct

The standards of student conduct are designed to define the basic rules and major expectations of students in the public schools of NORTHUMBERLAND COUNTY. It is the responsibility of the NORTHUMBERLAND COUNTY School Board to adopt policy and regulations and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety and welfare of its students. The local school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct.

Principals are responsible for ensuring that all students, staff members, and parents are provided the opportunity to become familiar with this policy.

The superintendent issues Standards of Student Conduct, and a list of possible corrective actions for violation of the Standards of Conduct. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights. The Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance law ([Code of Virginia Compulsory Attendance Law](#)) is also sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the

receipt of the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3, and the compulsory school attendance law is also sent.

Parents are notified that by signing/acknowledging the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia.

Each school maintains records of the signed/acknowledged statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's designee to review the School Board's Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

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

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

The school principal may notify the parents of any student who violates a School Board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

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

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student. If a parent fails to comply with the requirements of this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

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

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

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

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

Any student involved in a reportable drug or violent incident shall participate in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

The superintendent issues regulations listing additional actions which may be cause for corrective action and if serious enough or exhibited repeatedly may lead to suspension or expulsion. The School Board biennially reviews the model student conduct code developed by the Board of Education to incorporate into policy a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

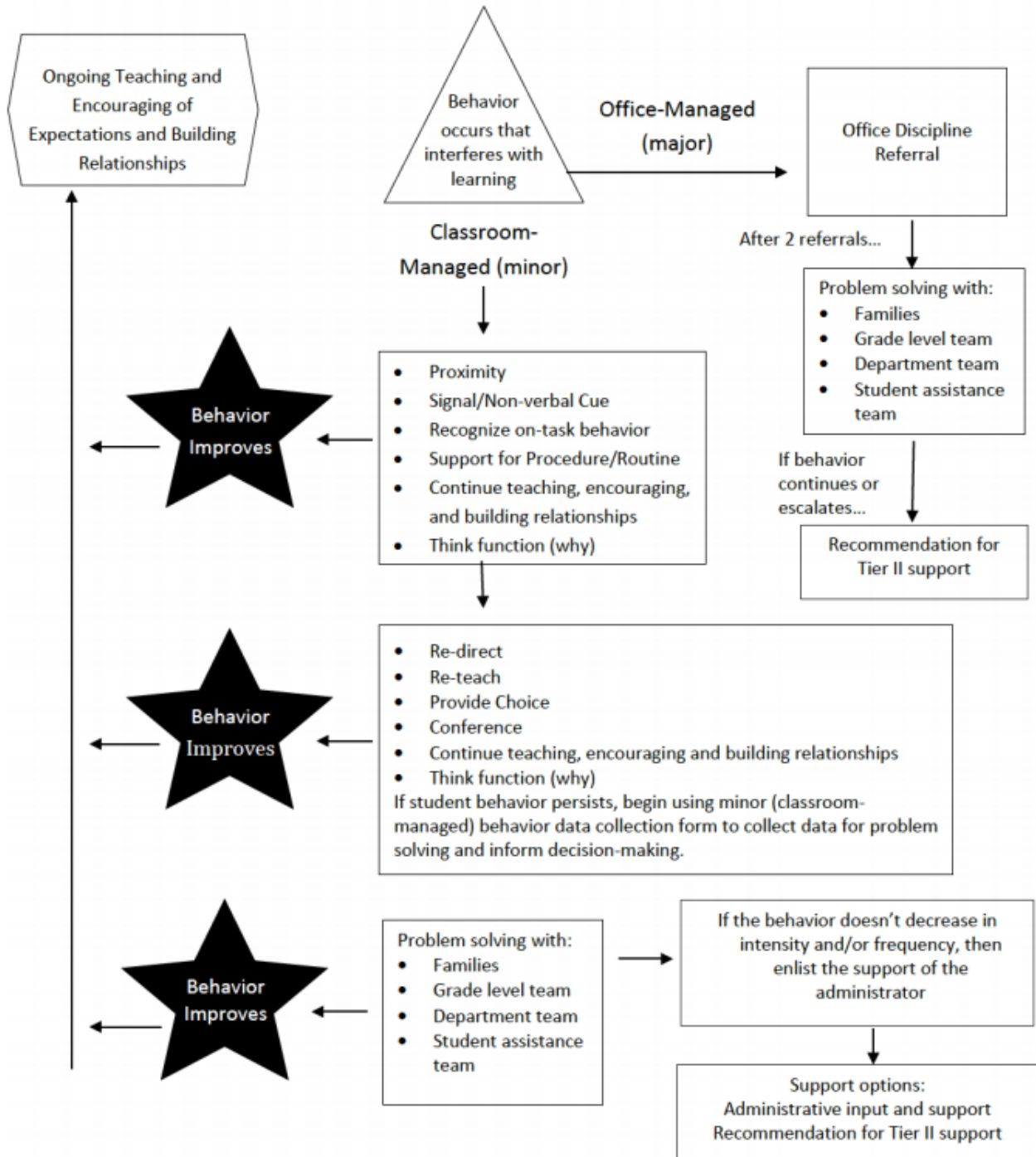
Student Conduct On School Buses

Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. The school principal may suspend or revoke the riding privileges of students and/or take other disciplinary actions for students who are disruptive and/or unsafe on the bus. Parents (or guardians) of children whose behavior and misconduct on school buses violates the Student Code of Conduct or otherwise endangers the health, safety and welfare of other riders shall be notified that their child/children face the loss of school bus riding privileges and/or other disciplinary actions. If a student's riding privileges are suspended or revoked, the student's parents are responsible for seeing that the student gets to and from school safely. The bus driver is responsible for maintaining the orderly behavior of students on school buses and shall report misconduct to the student's principal and provide a copy of the report to the transportation office.

Discipline Process Flowchart

The flow chart on the next page is an example of the process for managing student behaviors through a positive, proactive, preventive, and evidenced-based approach.

Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior



Teacher Responses to Manage Student Behaviors

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

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:	Examples of Instructional Teacher Responses for Classroom Managed Behaviors:
<ul style="list-style-type: none"> ● Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations and applicable across all classroom settings at all times. ● Build positive relationships with students and families. ● Model and practice expectations in the appropriate settings. ● Reteach/review expectations throughout the school year (i.e., quarterly, after breaks). ● Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. ● Use more positive than corrective statements (4:1 ratio). ● Create a classroom acknowledgement system to increase responsible student behavior. ● Implement effective, evidence based instructional practices matched to student learning needs. ● Actively engage students in the teaching and learning process. ● Teach lessons related to the social-emotional competencies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills) in order to preventatively teach students to deal effectively with daily tasks and challenges ● Flexible classroom arrangements/seating 	<ul style="list-style-type: none"> ● Restructure/revise classroom practices based upon student needs. ● Adjust pacing of instruction to increase on task behavior. ● Actively observe and plan for ignoring low level misbehavior. ● Change student seating. ● Provide immediate positive feedback when students engage in expected behavior. ● Respond calmly, restating the desired behavior. ● Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets). ● Communicate and collaborate with parents/guardians and the student’s counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. ● Reteach desired behavior. ● Problem-solve the behavior during a teacher student conference using active listening. ● Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, community service, restitution, loss of time for a valued activity, in class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges]. ● Facilitate restorative practices with the student and person(s) affected by the student’s behavior. ● Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work, review a social story, and reteach behavior).

Teacher Removal of Students from the Classroom ([Board Policy JFCA](#))

Teachers have the initial authority to remove students from class for disruptive behavior. “Disruptive behavior” means a violation of School Board regulations governing student conduct that interrupts or obstructs the learning environment.

In order for a teacher to remove a student from class for disruptive behavior:

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

When all of the above criteria have been satisfied, a teacher may remove a student from class.

Requirements for Incident Reports

Teachers must then write an Incident Report regarding all incidents of disruptive behavior. The report(s) shall be filed with the school administrator and provided to the student’s parents within 24 hours of the incident. The parents must be given the opportunity to meet with the teacher and/or school administrator to discuss the student’s behavior and the possible consequences if the behavior continues. The teacher will document, in writing, his or her attempts to request and encourage the parents to meet with him or her or school administrators.

In the case of removal from class for in excess of ten days, a student may not be removed from class for disruptive behavior unless two written incident reports have been filed with school administrators and provided to the student’s parents concerning two prior incidents of disruptive behavior. Upon removal, the teacher shall file a “Student Removal Form” (JFCA-E) with school administrators. The teacher will include any other documentation to support the removal including, but not limited to the previous two incident reports.

Procedures for Written Notification of Student and Parents

The teacher will provide copies of the above reports to the student and his or her parents. Such notice shall be provided within twenty-four hours of the incident. The teacher shall also document, in writing, his or her attempts to request and encourage the parents to meet with school administrators and/or the teacher.

Guidelines for Alternative Assignment and Instruction of Removed Students

The principal shall determine the appropriate placement of any student removed from class by a teacher. The principal may:

- assign the student to an alternative program
- assign the student to another class
- send the student to the Principal’s office or alternate location . If the Principal chooses this option, the teacher shall provide and evaluate appropriate make-up work for the student
- suspend the student or recommend the student for expulsion. If the principal chooses this option, alternative instruction and assignment, if any, shall be provided according to School Board policy and in the case of students with disabilities, in accordance with federal law
- return the student to class (in accordance with the procedures below)

Procedure for the Student's Return to Class

- The principal shall determine, after consultation with the teacher, the duration of the student's removal from class. The principal shall notify the teacher of the decision to return the student to class. If the teacher disagrees with the Principal's decision to return a student to the class:
- The teacher and principal shall discuss the teacher's objection to returning the student to class and the principal's reason for returning the student.
- The teacher, after meeting with the Principal, may appeal the Principal's decision to the Superintendent or designee within one school day. The incident reports and removal form must accompany the appeal. After discussion with the Principal and teacher or receiving their written comments, the decision of the Superintendent or designee shall be final. The decision shall be made within forty-eight hours of the teacher's appeal.

Once the decision has been made to return the student to class, the teacher and Principal shall develop a plan to address future disruptive behavior.

Other Provisions

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

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

Interventions & Consequence Levels

Consequences apply to offenses occurring on any Northumberland County School Division property, during any school-sponsored activity, on any Northumberland County school bus, designated school bus stops, and to students moving from home to a bus stop or from a bus stop to home. The list below is neither exclusive nor all-encompassing, but reflective of the range of options available to be utilized in changing student behavior. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances. When determining the level of response to a violation of the Code of Conduct, school staff will consider the age of the student, the student's intent, the severity of the circumstances, the level of disruption to the school environment (either during or after the violation), the repeated nature of the situation (if applicable), and any other mitigating or aggravating factors. School response will not necessarily begin at the lowest level indicated for a first offense.

<p style="text-align: center;">LEVEL I Infractions</p> <p style="text-align: center;">(when these interventions are used successfully in the classroom, additional disciplinary action is not required)</p>	<p style="text-align: center;">LEVEL II Infractions</p> <p style="text-align: center;">(these interventions are used with the assistance of the school support staff and may include administrative support)</p>	<p style="text-align: center;">LEVEL III Infractions</p> <p style="text-align: center;">(these are addressed solely by administration at the school)</p>
<ul style="list-style-type: none"> • Restorative Circle • Teacher conference with the student • Time out • Reflection of the incident (verbal or written) • Seat change • Warning (verbal or visual) • Redirection • Review of appropriate behavior • Loss of privilege • Confiscation of item • Phone call and or letter to parent/ guardian • Teacher conference with parent/ guardian • Parent, student, and teacher contract • Counseling • Mediation • Conflict resolution • Peer mediation • Confiscation of personal devices • Review of Individual Career and Academic Plan • Student apology (written or verbal) • Daily Progress Sheet • Mentoring 	<ul style="list-style-type: none"> • Office referral • Restorative Circle • Behavioral contract • Restricted activity • Require the student to complete a community service task • Refer to intervention assistance team (student support team) • Refer to community-based services • Loss of privilege • 30-day suspension from activities • Detention (before or after school) • Behavior progress report • Modification of IEP • Class or schedule change • Child study meeting • Counseling • Functional behavioral assessment (FBA) • Behavior intervention plan (BIP) Alternate instructional arrangement (one period to less than ½ day) • In-school suspension (½ a school day or more) • Loss of parking privilege • Parent Shadowing • Reflective Essay • Independent Study • Corrective • Assignment/Restitution • Short term suspension • Saturday School • No Contact Contract 	<ul style="list-style-type: none"> • In-school Suspension • Suspension, 1-5 days • Suspension, 6-10 days • Referral to community agency • Alternative program placement • Restitution • Restorative practice:harm repair circle • Functional behavioral assessment (FBA) • Behavior intervention plan (BIP) • Court referral • Long-term suspension • Expulsion • Disciplinary hearing

Middle/High Infractions and Disciplinary Consequences

Any student found in violation of the rules and regulations as listed will be disciplined per the level of the offense.

Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students	Level I	Level II	Level III
1. Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X	
2. Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X	
3. Scholastic dishonest (cheating, plagiarism)	X	X	
4. Unexcused tardiness to class	X	X	
5. Unexcused tardiness to school	X	X	

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	Level I	Level II	Level III
1. Altering an official document or record	X	X	
2. Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X
3. Dress Code Violation	X	X	
4. Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X	X
5. Failure to be in one's assigned place on school grounds	X	X	
6. Gambling (games of chance for money or profit)	X	X	
7. Giving false information to staff	X	X	X
8. Refusing to comply with requests of staff in a way that interferes with the operation of school	X	X	X
9. Unauthorized use of school electronic or other equipment	X	X	
10. Vandalism, graffiti, or other damage to school or personal property	X	X	X
11. Violation of the Acceptable Use of Technology/internet policy	X	X	
12. Violation of school board policy regarding the possession or use of portable communication devices	X	X	X

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Level I	Level II	Level III
1. Bullying with no physical injury	X	X	
2. Cyberbullying		X	X
3. Failure to respond to questions or requests by staff	X	X	X
4. Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X
5. Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material	X	X	X
6. Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X	X
7. Speaking to another in an uncivil, discourteous manner	X	X	
8. Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X
9. Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X
10. Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	X	X	X

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level I	Level II	Level III	Notify Law Enforcement
1. Alcohol: Possessing or using alcohol	X	X	X	X
2. Alcohol: Distributing alcohol to other students		X	X	X
3. Bullying Behavior with or without physical injury that continues after interventions to stop the behavior		X	X	
4. Bus: Distracting the bus driver	X	X	X	
5. Bus: Endangering the safety of others on the bus	X	X	X	
6. Cyberbullying that continues after interventions to stop the behavior			X	
7. Drugs: Possessing drug paraphernalia	X	X	X	

8. Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X	
9. Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X	
10. Exposing body parts, lewd or indecent public behavior	X	X	X	
11. Fire alarm: Falsely activating a or other disaster alarm		X	X	
12. Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X	
13. Inciting or causing a substantial disturbance to the operation of school or the safety of staff and /or students.		X	X	
14. Leaving school grounds without permission	X	X		
15. Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X	
16. Physical sexual aggression and/or forcing another to engage in sexual activity			X	X
17. Shoving, pushing striking a student with no visible injury	X	X	X	
18. Stealing money or property without physical force	X	X	X	
19. Stealing money or property using physical force (assault) (no weapon involved)			X	
20. Stealing money or property using weapons or dangerous instruments			X	
21. Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X	
22. Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		X	X	
23. Trespassing		X	X	
24. Weapon: Possessing or selling any weapon (not including firearms) as defined by school board policy			X	X

Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level I	Level II	Level III	Notify Law Enforcement
1. Assault: Intending to cause bodily injury to another person without causing bodily injury		X	X	
2. Assault and Battery: Causing physical injury to another person			X	X
3. Bomb: Making a bomb threat			X	X
4. Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X
5. Drugs: Being under the influence of controlled substances illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	
6. Drugs: Using controlled substances illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X
7. Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens to another student(s)			X	X
8. Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	X	X	X	
9. Fire: Attempting to set, aiding in setting, or setting a fire			X	X
10. Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	
11. Hazing as defined in §18.2-56 and noted in § 22.1-279.6.			X	
12. Striking Staff: The use of force against a staff member when no injury is caused			X	X
13. Threatening or instigating violence, injury, or harm to another student		X	X	
14. Threatening or instigating violence, injury, or harm to a staff member		X	X	
15. Weapon: Possession of a firearm or destructive device as defined in § 22.1-277.07.			X	X
16. Weapon: Possession of a weapon, other than a firearm, as defined by school board policy			X	
17. Weapon: Using any weapon to threaten or attempt to injure school personnel, students, or others			X	X

Elementary School Disciplinary Consequences/ Procedures

Northumberland Elementary School specifies the following actions to be taken (in sequential order) by classroom teachers prior to referring a child to the office:

1. Warning
2. Classroom consequences
3. Note to parent concerning student's behavior
4. Telephone parent concerning student's behavior
5. Conference with parent concerning student's behavior
6. Lunch detention
7. Consultation with School Counselor and possible referral to TDT Counseling
8. Consultation with school administrator

Serious infractions that involve student safety such as fighting, harassment, and bullying will result in an automatic administrative referral to the office. Consequences such as in-school suspension and/or out-of-school suspension may be used to deter unwanted behaviors that infringe upon the safety and rights of others to learn. Restorative and/or skills based/therapeutic approaches may also be used to deter disruptive behaviors.

Students in Grades K-3

Virginia Law prohibits expulsions and suspensions for more than 3 days for students in K-3 with certain, limited exceptions. The following are the only circumstances in which a student grades K-3 may be suspended for more than 3 days or expelled:

- The student has been adjudicated delinquent or convicted of one of the offenses listed in subsection G of 16.1-260 of the Code of Virginia (includes firearms offenses, homicide, felonious assault, sexual assault, certain drug offenses, arson, burglary, robbery, criminal street gang offenses, and violence by mob);
- The offense involves possession of a firearm, destructive device, firearm muffler, firearm silencer, or pneumatic gun on school property or at a school-sponsored activity;
- The offense involves possession of a controlled substance, imitation controlled substance, or marijuana on school property or at a school-sponsored activity; or
- The offense involves physical harm or credible threat of physical harm to others;
- The school Board or the Superintendent or the Superintendent's Designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Under Virginia law, for students in grades K-3, the school principal or assistant principal may take the following disciplinary actions:

- Suspension up to 3 days; or
- Suspension up to 10 days for any of the above exceptions except aggravating circumstances (which can only be determined by the School Board/Superintendent/Designee).

The School Board or Superintendent or Designee may take the following disciplinary actions for students in grades K-3:

- Suspension from 11 to 45 days or expulsion if any of the above exceptions apply; or
- For cases in which aggravating circumstances exist, suspension from 4 to 45 school days.

Long-term Suspensions

Virginia Law limits long-term suspension to 45 days for all students, with limited exceptions. The exceptions are similar, but not identical to, the exceptions for grades K-3. The following are only circumstances in which any student may be suspended for more than 45 school days.

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

Alternative Education Placements

The School Board or Superintendent/Designee can, after notice and opportunity for hearing and without suspending or expelling, require a student to attend an alternative education program in certain circumstances, including when the student has committed a serious offense or repeated offenses in violation of school board policies. The School Board or Superintendent/Designee determines the length of time a student is required to attend an alternative education program.

Suspensions And Expulsions Of Students Generally

Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy. Any student for whom the superintendent of the school division in which the student is enrolled has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance. Suspended pupils are able to access and complete graded work during and after a suspension.

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

Short-term Suspensions

A pupil may be suspended for not more than ten school days by either the school principal, any assistant principal, or, in their absence, any teacher. The principal, assistant principal or teacher may suspend the pupil after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred. In the case of any pupil whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the pupil may be removed from school immediately and the notice, explanation of facts and opportunity to present his version shall be given as soon as is practical thereafter.

Upon suspension of any pupil, the principal, assistant principal or teacher responsible for such suspension reports the facts of the case in writing to the superintendent or superintendent's designee and the parent of the pupil suspended. The superintendent or superintendent's designee reviews forthwith the action taken by the

principal, assistant principal or teacher upon a petition for such review by any party in interest and confirms or disapproves such action based on an examination of the record of the pupil's behavior.

The decision of the superintendent or superintendent's designee may be appealed to the School Board unless the School Board has provided by regulation that the decision of the superintendent or superintendent's designee is final.

Any oral or written notice to the parent of a student who is suspended from school attendance for not more than ten days includes notification of the length of the suspension, information regarding the availability of community-based educational programs, alternative education programs or other educational options, and of the student's right to return to regular school attendance upon the expiration of the suspension. The costs of any community-based educational program or alternative education program or educational option, which is not a part of the educational program offered by the school division, are borne by the parent of the student.

Long-term Suspension

A pupil may be suspended from attendance at school for more than ten days after written notice is provided to the pupil and his parent of the proposed action and the reasons therefore and of the right to a hearing before the School Board or the superintendent or superintendent's designee in accordance with regulations of the School Board. If the regulations provide for a hearing by the superintendent or superintendent's designee, the regulations shall also provide for an appeal of the decision to the full School Board. Such appeal shall be decided by the School Board within thirty days.

The written notice of a suspension for more than ten days includes notification of the length of the suspension and provides information concerning the availability of community-based educational, alternative education or intervention programs. Such notice also states that the student is eligible to return to regular school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension is borne by the parent of the student.

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

Expulsion

A. Generally

Pupils may be expelled from attendance at school after written notice to the pupil and his parents of the proposed action and the reasons therefore and of the right to a hearing before the School Board in accordance with the regulations of the School Board. The regulations provide for subsequent confirmation or disapproval of the proposed expulsion by the School Board regardless of whether the pupil has exercised the right to a hearing.

The written notice given to the pupil and parents includes notification of the length of the expulsion and provides information to the parent of the student concerning the availability of community-based educational, training and intervention programs. The notice also states whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School

Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his expulsion is borne by the parent of the student.

Nothing in this Policy shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice also advises the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of his expulsion, and of the conditions, if any, under which readmission may be granted.

The School Board establishes, by regulation, a schedule pursuant to which such students may apply and reapply for readmission to school. Such a schedule is designed to ensure that any initial petition for readmission will be reviewed by the School Board or the superintendent, and, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the superintendent denies such petition, the student may petition the School Board for review of such denial.

B. Conduct Giving Rise to Expulsion

Recommendations for expulsions for actions other than those specified below are based on consideration of the following factors:

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;
- the appropriateness and availability of an alternative education placement or program; the student's age and grade level;
- the results of any mental health, substance abuse or special education assessments; the student's attendance and academic records; and
- other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection precludes the School Board from considering any of the factors listed above as "special circumstances" for purposes of expulsions discussed in the following subsections.

Firearms

The School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this policy, a firearm muffler or firearm silencer or a pneumatic gun as defined in this policy on school property or at a school sponsored activity. 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 or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may, by regulation, authorize the superintendent or

superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, *mutatis mutandis*, to the provisions of this Policy. The provisions of this policy do not apply to persons who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

Drug Offenses

The School Board shall expel from school attendance any student whom the School Board has determined to have brought a controlled substance, imitation controlled substance or marijuana as defined in Va. Code § 18.2-247 onto school property or to a school-sponsored activity. The School Board may, however, determine, based on the facts of the particular case that special circumstances exist and another disciplinary action is appropriate. In addition, the School Board may, by regulation, authorize the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation.

C. Procedure for School Board Hearing

The procedure for the School Board hearing is as follows:

- The School Board determines the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing is private unless otherwise specified by the School Board.
- The School Board may ask for opening statements from the principal or his representative and the student or his parent(s) (or their representative) and, at the discretion of the School Board, may allow closing statements.
- The parties then present their evidence. Because the principal has the ultimate burden of proof, he presents his evidence first. Witnesses may be questioned by the School Board members and by the parties (or their representative). The School Board may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination provided, however, that the School Board may take the testimony of student witnesses outside the presence of the student, his parent(s) and their representative if the School Board determines, in its discretion, that such action is necessary to protect the student witness.
- The parties shall produce such additional evidence as the School Board may deem necessary. The School Board is the judge of the relevancy and materiality of the evidence.
- Exhibits offered by the parties may be received in evidence by the School Board and, when so received, are marked and made part of the record.
- The School Board may, by majority vote, uphold, reject or alter the recommendations.
- The School Board transmits its decision, including the reasons therefore, to the student, his parent(s), the principal and superintendent.

Alternative Education Program

The School Board may require any student who has been (1) charged with an offense relating to the laws of Virginia, 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 pursuant to Va. Code

§ 16.1-260.G; (2) found guilty or not innocent of an offense relating to Virginia'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 pursuant to Va. Code § 16.1-260.G; (3) found to have committed a serious offense or repeated offenses in violation of School Board policies; (4) suspended pursuant to Va. Code § 22.1-277.05; or (5) expelled pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or subsection B of Va. Code § 22.1-277, to attend an alternative education program. The School Board may require such students to attend such programs regardless of where the crime occurred.

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

A principal or principal's designee may impose a short-term suspension, pursuant to Va. Code § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code § 16.1-260.G, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

As used herein, "charged" means that a petition or warrant has been filed or is pending against a pupil.

Reporting

- A. Except as may otherwise be required by federal law, regulation or jurisprudence, reports are made to the superintendent and to the principal or principal's designee on all incidents involving
- (1) the assault, or assault and battery, without bodily injury, of any person on a school bus, on school property or at a school-sponsored activity;
 - (2) the assault and battery which results in a bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property or at a school-sponsored activity;
 - (3) any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
 - (4) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
 - (5) the illegal carrying of a firearm as defined in Va. Code § 22.1-277.07 onto school property;
 - (6) any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85 or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property or at a school-sponsored activity;
 - (7) any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
 - (8) the arrest of any student for an incident occurring on a school bus, on school property or at a school sponsored activity, including the charge there for; and
 - (9) any illegal possession of weapons, alcohol, drugs or tobacco products.
- B. The superintendent and the principal or principal's designee receive reports made by local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act, Va.

Code § 54.1-3400 et seq., and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in the clauses (1) through (8) of subsection VII.A. of this policy, and whether the student is released to the custody of his parent or, if 18 years of age or more, is released on bond. A superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260 reports such information to the principal of the school in which the juvenile is enrolled.

- C. The principal or principal's designee submits a report of all incidents required to be reported pursuant to subsection VII.A. (1-8) of this policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education. In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection VII.B. of this policy.
- D. The principal or principal's designee also notifies the parent of any student involved in an incident required by this subsection to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information concerning other students.
- E. Whenever any student commits any reportable incident as set forth in this subsection, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee. Prevention and intervention activities are identified in the school division drug and alcohol violence prevention plans developed pursuant to the federal Improving America's Schools Act of 1994 (Title IV-Safe and Drug-Free Schools and Communities Act).
- F. Except as may otherwise be required by federal law, regulation or jurisprudence, a principal immediately reports to the local law-enforcement agency any act enumerated in clauses (2) through (7) of subsection VII.A. of this policy that may constitute a criminal offense and may report to the local law enforcement agency any incident described in clause (1) of subsection VII.A. of this policy. In addition, except as may be prohibited by federal law, regulation or jurisprudence, the principal also immediately reports any act enumerated in clauses (2) through (5) of subsection VII.A. of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal reports that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.
- G. For purposes of this section, "parent" or "parents" means any parent, guardian or other person having control or charge of a child.

Re-admission Of Suspended And/Or Expelled Students

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

Any student who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the NORTHUMBERLAND COUNTY Schools, in accordance with Policy JEC School Admission. In the case of a suspension of more than thirty days, the term of the exclusion may not exceed the duration of such suspension.

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

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

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

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

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

Discipline Of Students With Disabilities

8VAC20-81-160. Discipline procedures.

- A. General. (§ 22.1-277 of the Code of Virginia; 34 CFR 300.530(a); 34 CFR 300.324(a)(2)(i))
 - 1. A child with a disability shall be entitled to the same due process rights that all children are entitled to under the Code of Virginia and the local educational agency's disciplinary policies and procedures.
 - 2. In the event that the child's behavior impedes the child's learning or that of others, the IEP Team shall consider the use of positive behavioral interventions, strategies, and supports to address the behavior. The IEP Team shall consider either:
 - a. Developing goals and services specific to the child's behavioral needs; or
 - b. Conducting a functional behavioral assessment and determining the need for a behavioral intervention plan to address the child's behavioral needs.
 - 3. School personnel may consider any unique circumstances on a case-by-case basis when deciding whether or not to order a change in placement for a child with a disability that violates a code of student conduct.
 - a. In reviewing the disciplinary incident, school personnel may review the child's IEP and any behavioral intervention plan, or consult with the child's teacher(s) to provide further guidance in considering any unique circumstances related to the incident.
 - b. School personnel may convene an IEP Team for this purpose.
- B. Short-term removals.
 - 1. A short-term removal is for a period of time of up to ten consecutive school days or ten cumulative school days in a school year. (34 CFR 300.530(b))

- a. School personnel may short-term remove a child with a disability from the child's current educational setting to an appropriate interim alternative educational setting, another setting, or suspension; to the extent those alternatives are applied to a child without disabilities.
 - b. Additional short-term removals may apply to a child with a disability in a school year for separate incidents of misconduct as long as the removals do not constitute a pattern. If the short-term removals constitute a pattern, the requirements of subsection C of this section apply.
 1. The local educational agency determines when isolated, short-term removals for unrelated instances of misconduct are considered a pattern.
 2. These removals only constitute a change in placement if the local educational agency determines there is a pattern.
2. Services during short-term removals.
- a. The local educational agency is not required to provide services during the first ten school days in a school year that a child with a disability is short-term removed if services are not provided to a child without a disability who has been similarly removed. (34 CFR 300.530(b)(2))
 - b. For additional short-term removals, which do not constitute a pattern, the local educational agency shall provide services to the extent determined necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals of the student's IEP. School personnel, in consultation with the student's special education teacher, make the service determinations. (34 CFR 300.530(b) (2))
 - c. For additional short-term removals that do not constitute a pattern, the local educational agency shall ensure that children with disabilities are included in the Virginia Department of Education and division-wide assessment programs in accordance with the provisions of subdivision 4 of 8VAC20-81-20. (20 USC § 1412(a) (16) (A))

C. Long-term removals.

1. A long-term removal is for more than ten consecutive school days (34 CFR 300.530; 34 CFR 300.536); or
2. The child has received a series of short-term removals that constitutes a pattern:
 - a. Because the removals cumulate to more than ten school days in a school year;
 - b. Because the child's behavior is substantially similar to the child's behavior in previous incidents that results in a series of removals; and
 - c. Because of such additional factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
3. The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change in placement. This determination is subject to review through due process and judicial proceedings. (34CFR 300.530(a) and (b) and 34 CFR 300.536)
4. On the date on which the decision is made to long-term remove the student because of a violation of a code of student conduct, the local educational agency shall notify the parent(s) of the decision and provide the parent(s) with the procedural safeguards. (34 CFR 300.530(h))
5. Special circumstances. (34 CFR 300.530(g))
 - a. School personnel may remove a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if:

1. The child carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of a local educational agency or the Virginia Department of Education; or
 2. The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of a local educational agency or the Virginia Department of Education; or
 3. The child inflicts serious bodily injury upon another person at school, on school premises, or at a school function under the jurisdiction of a local educational agency or the Virginia Department of Education.
- b. For purposes of this part, "weapon," "controlled substance," and "serious bodily injury" have the meaning given the terms under 8VAC20-81-10.
6. Services during long-term removals.
- a. A child with a disability who is long-term removed receives services during the disciplinary removal so as to enable the student to: (34 CFR 300.530(d))
 1. Continue to receive educational services so as to enable the student to continue to participate in the general educational curriculum, although in another setting;
 2. Continue to receive those services and modifications including those described in the child's current IEP that will enable the child to progress toward meeting the IEP goals; and
 3. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
 - b. For long-term removals, the local educational agency shall ensure that children with disabilities are included in the Virginia Department of Education and division-wide assessment programs in accordance with the provisions of sub-division 4 of 8VAC20-81-20. (20 USC § 1412(a) (16) (A))
 - c. The IEP Team determines the services needed for the child with a disability who has been long-term removed. (34 CFR 300.530(d) (5) and 34 CFR 300.531)
- D. Manifestation determination. (34 CFR 300.530(c), (e), (f), and (g))
1. Manifestation determination is required if the local educational agency is contemplating a removal that constitutes a change in placement for a child with a disability who has violated a code of student conduct of the local educational agency that applies to all students.
 2. The local educational agency, the parent(s), and relevant members of the child's IEP Team, as determined by the parent and the local educational agency, constitute the IEP Team that shall convene immediately, if possible, but not later than ten school days after the date on which the decision to take the action is made.
 3. The IEP Team shall review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent(s).
 4. The IEP Team then shall determine the conduct to be a manifestation of the child's disability:
 - (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - (2) If the conduct in question was the direct result of the local educational agency's failure to implement the child's IEP.
 5. If the IEP Team determines that the local educational agency failed to implement the child's IEP, the local educational agency shall take immediate steps to remedy those deficiencies.
 6. If the IEP Team determines that the child's behavior was a manifestation of the child's disability:

- a The IEP Team shall return the child to the placement from which the child was removed unless the parent and the local educational agency agree to a change in placement as part of the modification of the behavioral intervention plan. The exception to this provision is when the child has been removed for not more than 45 school days to an interim alternative educational setting for matters described in subdivision C. 5. a. of this section. In that case, school personnel may keep the student in the interim alternative educational setting until the expiration of the 45-day period.
 - (1) Conduct a functional behavioral assessment, unless the local educational agency had conducted this assessment before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan for the child.
 - (a) A functional behavioral assessment may include a review of existing data or new testing data or evaluation as determined by the IEP Team.
 - (b) If the IEP Team determines that the functional behavioral assessment will include obtaining new testing data or evaluation, then the parent is entitled to an independent educational evaluation in accordance with 8VAC20-81-170 B if the parent disagrees with the evaluation or a component of the evaluation obtained by the local educational agency; or
 - (2) If a behavioral intervention plan already has been developed, review this plan, and modify it, as necessary, to address the behavior.
7. If the IEP Team determines that the child's behavior was not a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except that services shall be provided in accordance with subdivision C. 6. a. of this section.

E. Appeal. (34 CFR 300.532(a) and (c))

- 1. If the child's parent(s) disagrees with the determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement under these disciplinary procedures, the parent(s) may request an expedited due process hearing.
- 2. A local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request an expedited due process hearing.
- 3. The local educational agency is responsible for arranging the expedited due process in accordance with the Virginia Department of Education's hearing procedures at 8VAC20-81-210.
 - a. The hearing shall occur within 20 school days of the date the request for the hearing is filed.
 - b. The special education hearing officer shall make a determination within ten school days after the hearing.
 - c. Unless the parent(s) and the local educational agency agree in writing to waive the resolution meeting, or agree to use the mediation process,
 - (1) A resolution meeting shall occur within seven calendar days of receiving the request for a hearing.
 - (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the request for a hearing.

- d. The decisions on expedited due process hearings are appealable consistent with 8VAC20-81-210.
- F. Authority of the special education hearing officer. (34 CFR 300.532(a) and (b))
1. A local educational agency may request an expedited due process hearing under the Virginia Department of Education's due process hearing procedures to effect a change in placement of a child with a disability for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the local educational agency believes that the child's behavior is substantially likely to result in injury to self or others.
 2. The special education hearing officer under 8VAC20-81-210 may:
 - a. Return the child with a disability to the placement from which the child was removed if the special education hearing officer determines that the removal was a violation of subsections C and D of this section, or that the child's behavior was a manifestation of the child's disability; or
 - b. Order a change in the placement to an appropriate interim alternative educational setting for not more than 45 school days if the special education hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the student or others.
 3. A local educational agency may ask the special education hearing officer for an extension of 45 school days for the interim alternative educational setting of a child with a disability when school personnel believe that the child's return to the regular placement would result in injury to the student or others.
- G. Placement during appeals. (34 CFR 300.533)
1. The child shall remain in the interim alternative educational setting pending the decision of the special education hearing officer, or
 2. Until the expiration of the time for the disciplinary period set forth in this section, whichever comes first, unless the parent and the local educational agency agree otherwise.
- H. Protection for children not yet eligible for special education and related services. (34 CFR 300.534)
1. A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct of the local educational agency may assert any of the protections provided in this chapter if the local educational agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
 2. A local educational agency shall be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:
 - a. The parent(s) of the child expressed concern in writing (or orally if the parent(s) does not know how to write or has a disability that prevents a written statement) to school personnel that the child is in need of special education and related services;
 - b. The parent(s) of the child requested an evaluation of the child to be determined eligible for special education and related services; or
 - c. A teacher of the child or school personnel expressed concern about a pattern of behavior demonstrated by the child directly to the director of special education of the local educational agency or to other supervisory personnel of the local educational agency.
 3. A local educational agency would not be deemed to have knowledge that a child is a child with a disability if:
 - a. The parent of the child has not allowed a previous evaluation of the child or has refused services; or

- b The child has been evaluated in accordance with 8VAC20-81-70 and 8VAC20-81-80 and determined ineligible for special education and related services.
4. If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures applied to a child without a disability who engages in comparable behaviors.
5. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this section, the evaluation shall be conducted in an expedited manner.
 - a Until the evaluation is completed, the child remains in the educational placement determined by the school personnel, which can include suspension or expulsion without educational services.
 - b If the child is determined to be a child with a disability, taking into consideration information from the evaluations conducted by the local educational agency and information provided by the parent(s), the local educational agency shall provide special education and related services as required for a child with a disability who is disciplined.
- I. Referral to and action by law enforcement and judicial authorities. (34 CFR 300.535)
 1. Nothing in this chapter prohibits a local educational agency from reporting a crime by a child with a disability to appropriate authorities, or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability to the extent such action applies to a student without a disability.
 2. In reporting the crime, the local educational agency shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom school personnel report the crime. Transmission of such records shall be in accordance with requirements under the Management of the Student's Scholastic Record in the Public Schools of Virginia (8VAC20-150).
 3. If the child transfers from one school to another, the transmission of any of the child's records shall include the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

STUDENT ATTENDANCE POLICY

Regular attendance in school is the responsibility of students and their parent(s) or guardian(s). Learning experiences that take place in the school environment are essential to the educational process. The regular contact of students with one another in the classroom and other teacher-supervised activities is vital in reaching educational goals. Regular classroom attendance is an important factor in academic achievement because it develops good habits for advanced study and/or employment and is a significant factor as to whether a student will be promoted.

Principals must establish adequate procedures for student accounting, for determining the nature of absences, and for making reports as required by local and state authorities. Principals will comply with all school laws in student accounting including the State Compulsory Attendance Law. Students receiving homebound instruction are considered present for attendance accounting. The principal or designee will distribute copies of the attendance policy and procedures to all students and devise a procedure for explaining the attendance policy and procedures to all students.

Student Absences/Excuses/Dismissals

I. Student Attendance Policy

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

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

A reasonable effort shall be made to contact a parent/guardian of each absent student every day, and to obtain an explanation for the student's absence, where there is no indication that the student's parent is aware of and supports the absence. A log will be kept of call attempts. Students who are absent must bring a valid note stating the reason for absence upon returning to school. Unexcused absences shall be handled according to regulations issued by the superintendent.

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

High school students may spend school days each academic year participating in high School to Work Partnerships established pursuant to guidelines developed by the Board of Education. The superintendent's regulations will specify that students who miss a partial or full day of school while participating in Partnership programs will not be counted as absent for the purposes of calculating average daily membership. The regulations will also include procedures by which students may make up work missed while participating in a high School to Work Partnership.

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

II. Compulsory Attendance Procedures

1. Fifth Absence without Parental Awareness and Support

If (1) a student fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the student's parent is aware of and supports the absence; and (3) reasonable efforts to notify the parent of the absences have failed, then the Principal or designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, by the attendance officer to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The attendance officer, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such a plan shall include documentation of the reasons for the pupil's nonattendance.

2. Upon Sixth Absence Without Parental Awareness and Support

If the pupil is absent an additional day after direct contact with the pupil's parent and the attendance officer has received no indication that the pupil's parent is aware of and supports the pupil's absence, the attendance officer shall schedule a conference within ten school days, which must take place no later than the fifteenth school day after the sixth absence. At the conference, the pupil, his/her parent,

and school personnel, shall meet to resolve issues related to the pupil's nonattendance. Other community service providers may also be included in the conference.

3. Upon Additional Absence Without Parental Awareness and Support

Upon the next absence after the conference without indication to the attendance officer that the pupil's parent is aware of and supports the pupil's absence, the Principal or designee shall notify the attendance officer or Superintendent who shall enforce the compulsory attendance rules by either or both of the following: (i) filing a complaint with the juvenile and domestic relations court alleging the pupil is a child in need of supervision as defined in § 16.1-228 or (ii) instituting proceedings against the parent pursuant to § 18.2-371 or §22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts already undertaken to resolve the pupil's absence. If the student's parents have joint physical custody of the student and the school has notice of the custody arrangement, then both parents shall be notified at their last known addresses.

4. Parental Cooperation in Remediating Excessive Unexcused Absences

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

III. Attendance Reporting

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

IV. Dismissal Precautions

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

NOTE: When both parents have been awarded joint physical custody and the school has received notice of the joint custody order, required notices of absences will be sent to both parents.

Attendance Policy Guidelines by School

Procedures for monitoring participation and daily attendance

It is important for teachers and the administration to work together to monitor student participation and include it as a factor in documenting attendance and holding students accountable for their own learning. The administration and classroom teachers will monitor daily participation through PowerSchool. Teachers will document daily participation by marking students as present or absence in PowerSchool. Students who fail to participate in daily learning activities are to be marked as unexcused absence or UNX.

High School

The high school uses a 4x4 semester schedule. In order to remain eligible for course credit, students are limited to five (5) absences per class. Students exceeding five (5) absences per class may forfeit credit for the course regardless of their course grade, but may earn credit through one of the following recovery options:

- a) Repeat the course successfully in summer school, or
- b) Repeat the course successfully in a subsequent school term.

Middle School

In order to remain eligible for course credit and/or be promoted to the next grade level, students are limited to five (5) absences per class. Students exceeding five (5) absences per class may forfeit credit for the course regardless of their course grade, but may earn credit through one of the following recovery options:

- a) Attend summer remediation and demonstrate successful skills, or
- b) Repeat the course successfully in a subsequent school term.

Elementary School

In order to be promoted to the next grade level, students are limited to ten (10) absences per school year. Students exceeding ten (10) absences per school year may earn grade-level promotion through one of the following recovery options:

- a) Attend summer remediation and demonstrate successful skills, or
- b) Repeat the grade level successfully in a subsequent school term.

Absence Verification

A student's absence is considered unverified when the school has no documentation of the student's absence from the parent/guardian.

The parent is required to verify any absence (within three (3) school days) upon the student's return to school. Extended absences due to illness may require medical documentation. All documentation will be retained until the end of the school year. If documentation of an absence is not received within the three-day timeframe, the absence will be considered unverified. Unverified absences within the appropriate timeframe will not be considered for an attendance waiver at the end of the school year.

Extenuating Circumstances

The following extenuating circumstances provide the only acceptable reasons for a student's absence from school. However, should a student exceed the allowable number of absences, documentation within the required timeframe of these absences must still be provided for consideration of an attendance waiver.

- **Illness** – When a student is unable to attend school due to an illness, a note written by the parent or a physician documenting the illness must be presented with three (3) days of the student’s return to school.
- **Family Death** – When a student is absent because of death in the family, the parent must notify the school and provide documentation for the absence within three (3) days of the student’s return to school.
- **Court or Agency**– When a student is absent because of an appointment with the court, social services, or other state agencies, official documentation from the court or agency must be presented to the school.
- **Religious Observances** – Absences as a result of religious holidays should be pre arranged by the parent, the parent is responsible for notifying the student’s school of the religious holidays to be observed.
- **Suspensions/Exclusions** – When a student is absent due to a suspension or exclusion, the parent will ensure the student returns to school on the student’s date of return as specified by the school administration.

K-12 Attendance Waiver

The principal may consider a request for a waiver of the attendance regulation for extenuating circumstances beyond the parent’s and/or student’s control. However, only verified absences will be considered for an attendance waiver. Each waiver request will be considered on an individual basis, taking into consideration documentation provided and extenuating circumstances. The principal may request that the parent or adult student provide documentation from a medical professional when absences due to illness are excessive and/or a pattern appears to exist.

- A parent of an elementary and a middle/high school student may submit an attendance waiver no later than 5 calendar days after the close of the semester or school year.
- The principal shall act on the waiver within ten (10) administrative days after receiving it. The parent/guardian shall be notified of the decision in writing within five (5) days after the administrative decision has been made.
- Appeal of Waiver Decision: The parent may appeal the decision of the principal by submitting a written request to the principal within three (3) days of receipt of the decision from the principal. Each school shall have an Attendance Committee. The school-based Attendance Committee will review all appeals. The principal, who is a member of the school-based Attendance Committee, shall present the written appeal to the school-based Attendance Committee, and parents will be notified, in writing, of the decision of the Attendance Committee within five school days.

The school shall have available in the main office and/or school counselor’s office the Northumberland County Public Schools Attendance Waiver Request Form.

Tardiness and Early Dismissals

It is important for students to be in school for the entirety of the school day. Medical appointments should be arranged before or after school whenever possible. However, when this is not possible, a doctor’s note is required upon the student’s return to school. A written note from the parent/guardian must accompany all non-medical related tardies and/or early dismissals.

Tardies or early dismissals for reasons other than personal illness, required court/agency appearances, or emergency reasons, as determined by a building principal or designee, may be counted toward an absence.

Middle/High School

- Three (3) unexcused tardies/early dismissals to the same class can be counted as one full day absence in that class block/period.
- Any student who misses more than fifty (50) percent of a class will be counted as absent in that class block/period.

Elementary School

- Three (3) unexcused tardies/early dismissals can be counted as one full day of absence from school when excessive tardies/early dismissals occur.

Notification will be provided to the parent/guardian of any student with three unexcused tardies/early dismissals and a conference with the student and parent, and teacher, counselor, and/or administrator may be required.

Makeup Work

It is the student's responsibility to communicate with the teacher on the day he or she returns to class to schedule the make-up of missed work. Students are expected to make up all work missed within a time period not to exceed the total number of days absent. The principal or designee may consider extenuating circumstances in extending the time limit for make-up work.

Elementary Students

Teachers will have make-up work ready when students return to school. Teachers and students will work out a schedule to have all assignments/tests/quizzes made up within a reasonable amount of time.

Middle/High School Students

Middle/High school students are expected to make contact with each teacher upon their return to school. Upon their return to school, students are expected to turn in any work that was due on the day(s) of the absence which was previously assigned. Previously assigned work does not qualify for extended make-up time.

Additionally, upon return to school the student is expected to make contact with each teacher and to set a mutually agreed upon time, not to exceed the timeline previously outlined in this section, for the submission of work that was missed during the absence. The principal or designee may consider extenuating circumstances in extending the time limit.

Absence and Student Activities

Students absent or suspended from school are not permitted to attend or to participate in after school extra-curricular activities or events, nor are they permitted to attend dances or participate in other school-sponsored social activities.

Bullying Prevention, Cyberbullying, And Reporting

Definition: The Code of Virginia § 22.1-276.01 defines Bullying as, “any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. ‘Bullying’ includes cyber bullying. ‘Bullying’ does not include ordinary teasing, horseplay, argument, or peer conflict.”

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. <https://www.stopbullying.gov/what-is-bullying/index.html>

Cyberbullying

Cyberbullying occurs when an individual or group of individuals use communication technologies – such as cell phones and computers – in a way that meets the definition of bullying. Cyberbullies use voice messages, e-mail, text messages, photo images, videos, polling web sites and/or personal web pages to repeatedly harass, intimidate or embarrass another person or group of people.

Warning Signs

Possible warning signs that a child is being bullied:

- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, “illogical” route when walking to or from the bus stop or school; o Has lost interest in school work or suddenly begins to do poorly in school; o Appears sad, moody, teary, or depressed when he or she comes home; o Complains frequently of headaches, stomachaches, or other physical ailments; o 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; or changes in eating habits, like suddenly skipping meals or binge eating.

Signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal’s office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don’t accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

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'd 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 counselor or principal to discuss your concerns.
- If, after talking with your child and staff at his or her school, you don't suspect that your child is being bullied, stay vigilant to other possible problems that your child may be having. Some of the warning signs above (e.g., depression, social isolation, and loss of interest in school) may be signs of other serious problems. Share your concerns with a counselor at your child's school.

Students Who Witness Bullying Can Help

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

Adults Can Help Stop the Bullying

Adults can take responsibility for providing a safe environment for young children by using these strategies:

- Model respectful treatment of others.
- Protect the child who has been bullied when an incident is witnessed or reported.
- Do not tolerate actions or words that harm others.
- Share books with children about cooperation, empathy and dealing with bullying.
- Use role playing to encourage empathy.

Reporting Bullying Behaviors

Northumberland County Public Schools has several mediums available for families and students to report incidents of bullying or cyberbullying.

Northumberland County Public Schools uses Anonymous Alerts to combat bullying and other negative activity in our schools. Anonymous Alerts empowers students to come forward to help themselves, others, and our school in reducing negative behavior.

Students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). We encourage you to report important issues by using the Anonymous Alerts. Visit <https://www.anonymousalerts.com/northumberlandcountypublicschools> to complete the form. Then you will receive a confirmation that your information has been submitted to the school district.

- False reporting will be taken seriously to the full extent of the law.
- This system will be monitored between the hours of 7 am to 5 pm during the school year. Any reports submitted outside of these hours or during holidays will be responded to during the following normally scheduled school day.
- Please do not use this system for issues requiring immediate assistance. ❖ If you have an emergency requiring immediate assistance, please call 911.

Student Dress Code

At Northumberland County Public Schools, it is of primary importance to foster an atmosphere that is most conducive to learning. Students need to come to school in safe, non-distracting attire. The dress code applies during the school day and at all field trips. Students are expected to attend school in clothing that is appropriate for a productive educational environment. Clothing and accessories that bring excessive attention to an individual will be prohibited. Dress code will be checked daily.

Appropriate and acceptable apparel include the following:

- No clothing should show skin between the waist and 3" above the knee to include but not limited to dresses, skirts, shorts, and holes in jeans
- No hats, bandanas, and hoods INSIDE of building
- Shirts must meet the following requirements:
 - Necklines no lower than 3" below the collarbone, with no visible cleavage (no off-shoulder shirts)
 - No tops that expose the midriff
 - Shirts with straps need to be 3-fingers in width
- No bodysuits
- No pajamas or slippers
- Leggings and Spandex pants and shorts may be worn, but the top must cover the bottom of the rear and all the way around
- No visible undergarments
- No transparent or slashed clothing
- No inappropriate symbols, words, pictures, or articles depicting violence, tobacco, drugs, alcohol, sex, vulgarity, demeaning to race, or gang-related
- Any clothing that interferes with or disrupts the educational environment is unacceptable No wallet chains or jewelry (including spiked jewelry) that poses a safety hazard No pajamas, flannel pants, bedroom shoes, or blankets
- No gang related clothing or paraphernalia
- Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency

Violation of the student dress code may result in the following consequences:

- The student may be required to change into suitable clothing or cover the piece of clothing that violates the dress code before returning to class.
- If the procedure outlined above is not possible, the student may be requested to contact his/her parent or guardian in order to obtain suitable clothing before returning to class.
- Refusal to comply with the Dress Code will be documented and reported to parents.

In addition to the above, repeated offenses of the Dress Code regulation will result in disciplinary action ranging from a warning to progressive disciplinary consequences. The administration reserves the right to amend or change the Dress Code to protect the learning environment and safety of students.

Cellular Phones And Electronic Devices

Students have no expectation of privacy in their use of a privately-owned electronic device(s) while at school. The school reserves the right to search (Code of Virginia § 22.1-279.6) 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, NCPS policies, administrative procedures or school rules, or engaged in other misconduct while using the device.

In accordance with Northumberland County Public School's Code of Student Conduct policy, the school division will strictly enforce the prohibition of student cell phone usage during scheduled class time. This will be done to ensure a learning environment free of unnecessary disruption. The list of unauthorized electronic devices includes, but is not limited to, cell phones, headphones, etc.

Students using cell phones or other electronic devices to record anything or anyone without authorization on school property or at school events are strictly prohibited.

By administrative discretion, cell phones or electronic devices may be retained until the following school day prior to retrieval by parents/guardians. Devices turned into administration can be retrieved during normal school office hours as designated by school staff.

Cell phones and other electronic devices may be used during class at the teacher's direction for instructional purposes only (i.e. researching on the Internet, Schoology, Remind101, etc.).

Elementary School

Cell phones are required to be turned off and out of visible sight; either secured in a student's backpack or given to a teacher during scheduled class time. Failure to comply with the policy mentioned above will result in the following recommended consequences listed below:

Middle School

Cell phones are required to be turned off and secured in the student's locker during scheduled class time. Failure to comply with the policy mentioned above will result in the recommended consequences listed below:

→ **First Offense**

- ◆ Verbal warning

→ **Second Offense**

- ◆ Device will be turned into administration and parent notification

→ **Third Offense**

- ◆ Device will be turned into administration. Parent must retrieve the phone from the school. Disciplinary infraction entry will be placed into the student's conduct record.

→ **Fourth Offense**

- ◆ A disciplinary infraction entry will be placed into the student's conduct record. In addition, the student shall be prohibited from possessing a cell phone or electronic device at school for the remainder of the school year.

High School

Cell phones are required to be turned off and out of visible sight during scheduled class time. Failure to comply with the policy mentioned above will result in the following actions: Recommended Consequences

→ **First Offense**

- ◆ Verbal warning

→ **Second Offense**

- ◆ Confiscation of phone and parent notification.

→ **Third Offense**

- ◆ Confiscation of phone and given to administration. Parents must retrieve the phone from the school. Disciplinary infraction entry will be placed into the student's conduct record.

→ **Fourth Offense**

- ◆ The student may be suspended for one (1) day for insubordination. In addition, the student shall be banned from possessing a cell phone or electronic device at school for the remainder of the school year.

Tobacco-free School Policy

No persons (staff, students, visitors, contractors) are permitted to use or distribute any tobacco products at any time, including non-school hours (24/7), in school property, on school premises, and at school-sponsored activities away from school grounds.

For purposes of this policy,

1. "School property" means:

All interior portions of any building or other structure used, owned, leased, chartered by the division for instruction, administration, support services, maintenance or storage, on and off site.

Any indoor facility or portion of such facility owned or leased or contracted for and used for the provision of regular or routine health care, day care, or early childhood development services;

All vehicles used, owned, leased, chartered by the division for transporting students, staff, visitors or other persons, both on and off-site.

In any property surrounding buildings and structures, athletic grounds, parking lots, or any other outdoor property owned, leased, or contracted by the division, both on- and off-site

2. "Tobacco Product" includes cigarettes, cigars, pipe tobacco, snuff, blunts, bidis, chewing tobacco and electronic smoking devices, and any other products containing nicotine, as well as any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, and liquids used in electronic smoking devices, whether or not they contain nicotine.
3. "Tobacco Use" means smoking, chewing, dipping, electronic smoking device use, or any other use of tobacco products.

- 4.

In addition, no student shall be permitted to possess a tobacco product under the circumstances described above – including while in school property, on school premises, at school sponsored activities away from school grounds, or at any other time that students are under the authority of school personnel.

This policy shall be published in student and employee handbooks, posted on bulletin boards and announced in meetings. Appropriate signage will be posted in buildings and on school property in a manner and location that adequately informs students, staff, and visitors of the policy, including at entrances to school buildings and athletic events.

Staff, visitors, and students found to be in violation of this policy shall be subject to appropriate disciplinary action. Referrals to resources to help students and staff overcome tobacco addictions shall be provided to those who are found to be in violation of this policy. Visitors using tobacco products will be asked to refrain or leave the premises.

Search And Seizure

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

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

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

PERSONAL SEARCHES

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

Reasonable suspicion is satisfied when two conditions exist: (1) the search is justified at its inception, meaning that there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating the law or school rules, and (2) the search is reasonably related in scope to the circumstances that justified the search, meaning that the measures used to conduct the search are reasonably related to the objectives of the search and that the search is not excessively intrusive in light of the student's age and sex and the nature of the offense.

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

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

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

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

Strip searches involve an extreme intrusion into the rights of a student and may only be conducted when an extremely serious situation exists requiring immediate action because of an imminent threat of death or great bodily injury to a person or persons.

If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or superintendent's designee, unless the health or safety of the student is endangered by the delay.

LOCKER AND DESK SEARCHES

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

AUTOMOBILE SEARCHES

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

COMPUTER SEARCHES

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

CONSENT SEARCHES

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

SEIZURE OF ILLEGAL MATERIALS

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

Internet Acceptable Use Policy For Students

In compliance with Code of Virginia § 22.170.2, Northumberland County Public Schools recognized that the Internet is a valuable educational tool and student access to the schools' computer network is consistent with the goal of promoting excellence in education. The learning community supports the school system's vision of providing an environment to enable our students to become technologically literate and life-long learners. The Northumberland County School Board, administrators, teachers, and members of the community have equipped the schools with state of the art technology to help make the digital divide between rural communities and their urban and suburban counterparts a thing of the past. Access to high speed internet in the schools was made possible by the support of the community. As a result, the opportunities for resource sharing, collaboration, communication, intellectual challenges, critical thinking, and creative growth will be greatly improved. Along with the privilege of computer access, staff members are expected to demonstrate safety, ethics, and respect while using school computers, software, hardware, terminals, printers, servers, and any internal or external network.

Internet safety education will be integrated into the content areas in kindergarten to 12th grade. Age appropriate lessons that focus on safety, security, and ethics will be embedded in the curricula. Students will also be taught how to discern the validity of internet sources, understand copyright laws, and explore legal issues related to internet use. The school's internet security filters restrict most access to social networking sites and inappropriate material. However, you may possibly come across material of adult content. The school system takes a no tolerance approach to accessing such material. Proper precautions should be taken by students when using the internet and they will be made aware of the appropriate steps to take if they encounter a problem. Students are expected to honor the Acceptable Use Policy (AUP) or they may lose the privilege of internet access.

Within reason, freedom of speech and access to information will be honored. During school, teachers of students will guide students toward appropriate materials. The following are not permitted on any district computer, district network, or the Internet:

- Sending, receiving, or displaying offensive messages, images, or materials Using obscene language
- Harassing, insulting, or attacking others (cyber bullying)
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another person's folder, work, or files
- Intentionally wasting limited resources

- Using school resources and accounts to access services requiring payment Employing the network for commercial purposes
- Damaging hardware or software
- Misusing hardware or software
- Downloading programs using school computers

The items above should not be considered comprehensive. Other inappropriate actions not listed may also be considered unacceptable use of electronic communications. Disciplinary action may range from a reprimand to expulsion by school authorities and may be subject to local, state, federal, and international law. Violations may result in a loss of access as well as other disciplinary or legal action.

Honor Code

Northumberland’s goal is to promote a community of trust that will enhance student achievement. Students who accept responsibility for their own academic integrity learn and can take pride in genuine achievement. This Honor Code represents expectations of student behavior that are consistent with fully preparing future citizens in a democratic society.

What is Honor?

The honorable person is a person of honesty and integrity.

- Honesty means doing your own work.
- Integrity means doing the right thing, even when no one is watching.

Honor in academic endeavors carries over into adulthood. Honorable students become honorable citizens in the workplace, in society, and in their personal lives. Practically speaking, honor allows a society to function smoothly.

Honor is valuable in and of itself. It defines the high moral standards which we hold not only for ourselves personally, but also for our community. The citizen who witnesses a crime is duty-bound to report it. Students have a similar obligation to encourage one another to be honorable and to report dishonorable behavior which weakens our school community.

What is Academic Honor?

→ An honorable student takes pride in the products of his or her own talents and efforts. The honorable student respects others’ work and would not claim it as his or her own. Therefore, the honorable student does not engage in the following actions:

- ◆ Cheating, which includes copying any part of any assignment, quiz, or test; allowing others to copy any part of any assignment, quiz or test; unauthorized use of study materials (paper or electronic); and giving or receiving unauthorized prior knowledge of assessments.
- ◆ Fraud, which includes deception, falsifying data, and forgery.
- ◆ Plagiarism, which is stealing another’s work and passing it off as one’s own.

What are the consequences for violation of the Honor Code?

First Offense

- The violation is referred to the principal/assistant principal through the formal referral process.
- The formal referral from the staff is kept on file.

- The student receives a failing grade on the graded assignment that gave rise to the Honor Code violation.
- The student's parents/guardians are notified of the violation.
- If the student is in an honor society, the honor society teacher representative will be notified of an honor code violation. Honor societies may impose additional consequences, based on their own rules and guidelines.
- If the student is in Leadership class (SCA), the student will be placed on probation.
- If the student is serving as a representative on the Student Council Association, as class officer or as a member of Student Government Association, he or she is removed from that position.

Second Offense

- The violation is referred to the principal/assistant principal through the formal referral process.
- The formal referral from the staff is kept on file.
- The student receives a failing grade on the graded assignment that gave rise to the Honor Code violation.
- The student's parents/guardian are notified of the violation.
- The student is suspended from all extra-curricular activities (Monday through Sunday) following the week.
- The student may not apply to become a member of an honor society. The student may not run for Student Council Association.

Third Offense

- The violation is referred to the principal/assistant principal through the formal referral process.
- The formal referral from the staff is kept on file.
- The student receives a failing grade on the graded assignment that gave rise to the Honor Code violation.
- The student's parents/guardian are notified of the violation.
- The student is suspended from all extra-curricular activities (Monday through Sunday). All three offenses are recorded in the student's discipline record.

Fourth Offense

- The violation is referred to the principal/assistant principal through the formal referral process.
- The formal referral from the staff is kept on file with the Honor Council chair. The student receives a failing grade on the graded assignment that gave rise to the Honor Code violation.
- The student's parents/guardian are notified of the violation.
- The student is suspended from all extra-curricular activities for 30 calendar days. The student receives one day of in-school suspension.
- The additional violation is recorded in the student's discipline record

All subsequent offenses

- The violation is referred to the principal/assistant principal through the formal referral process.
- The formal referral from the staff is kept on file with the Honor Council chair. The student receives a failing grade on the graded assignment that gave rise to the Honor Code violation.
- The student's parents/guardian are notified of the violation.
- The student receives one day of out-of-school suspension.
- The additional violation is recorded in the student's discipline record.
- Transition to High School from Middle School
- Any Honor Code violation incurred by a middle school student will not carry over to that student's high school honor code record

Parking Passes

Students who drive to NHS are required to have a parking pass. Parking passes are issued by main office staff. The cost of a parking pass is \$30. Students who are excessively late to school or depart school without permission are subject to loss of permits. All vehicles on school property are subject to search if there is a cause to suspect a violation of school board policy.

Private Transportation/Drop-off/Pick- Up Procedures

Students who are brought to school by private means of transportation should arrive no earlier than 15 minutes before the start of the school day. Responsibility for the supervision of students who arrive earlier will not be accepted by the school. All students who go home by means of private transportation must be picked up at the appropriate dismissal time. Private vehicles are not permitted to park in areas designated for the loading and unloading of school buses.

Emergency Drills

The safety and security of our students and staff are top priorities for Northumberland County Public Schools. Throughout the year students participate in safety drills as part of our comprehensive safety plan. The goal of practicing the drills is to help our students feel safe at school and to know what to do should an emergency arise. We are sharing this information with you so you may discuss the drills with your students. Below is a brief description of the drills that will be practiced:

Fire Drill/Evacuation

How to exit the school in a quick and orderly manner. Each class follows an exit route and are accounted for while waiting quietly with teachers outside the building. We practice fire drills one time per month. No one can enter the school during a Fire drill/evacuation.

Lockdown:

How students are kept safe when there is a potential threat within or outside of the school. Students practice staying quiet and unseen within classrooms. Nobody may leave their classroom during a lockdown and entry into the school is not permitted.

Tornado Drill:

How to move students to a safe place in our school and how to utilize the “drop and tuck” position. Students will move to designated safe areas within the building. No one can enter the school during a Tornado Warning because the office staff will be in their designated safe areas.

Earthquake Drill:

How to Drop, Cover, and Hold On: Drop to the ground, take Cover under a table or desk, and Hold On to it as if a major earthquake were happening to protect students from injury from falling or flying objects.

** We strongly encourage you to talk to your students about what to do both at school and at home in the event of a crisis.*

Review And Revision Of The NCPS Student Code Of Conduct

An annual evaluation of the NCPS Student Code of Conduct will be conducted within a month of the close of the school year. Revision of the Code of Conduct, if necessary, will be completed prior to the opening of the next school year.

Distribution Of The NCPS Student Code Of Conduct

A copy of the NCPS Student Code of Conduct will be issued to all students within one month of the opening of school. All transfer students will be issued a copy of the Code as a part of the registration process. Principals will stress to all students that compliance with the Code is mandatory. The “**Acknowledgement of Receipt of Northumberland County Public Schools Code of Conduct**” form must be completed by the parent/guardian each year.

Appendices

Appendix A: Standards of Student Conduct

Appendix B: NCPS Policy on Cyberbullying

Appendix C: Internet Acceptable Use Policy for Students Form Appendix D: Attendance Waiver Request Form

Appendix E: Acknowledgment of Receipt of NCPS Code of Conduct

STANDARDS OF STUDENT CONDUCT

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

1) Assault and Battery

- A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property. An assault is a threat of bodily injury. A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

2) Attendance; Truancy

- Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)
- If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

3) Bomb Threats

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

4) Bullying

- A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name calling, and insults and any combination of prohibited activities.
- "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying.
- "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict. The principal notifies the parent of any student involved in an alleged incident of bullying of the status of any investigation within five school days of the allegation of bullying.

5) Bus-Related Offenses

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

6) Cheating

- Students are expected to perform honestly on schoolwork and tests. The following actions are prohibited:
 - cheating on a test or assigned work by giving, receiving, offering and/or soliciting information

- plagiarizing by copying the language, structure, idea and/or thoughts of another
- falsifying statements on any assigned schoolwork, tests or other school documents

7) Communication Devices

- Students may possess a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communications device on school property, including school buses, provided that the device must remain off and out of sight during instructional time unless it is being used for instructional purposes at the direction of the student's teacher. At no time may any device be used with an unfiltered connection to the Internet.
- The division is not liable for devices brought to school or school activities. If a student possesses or uses such a device other than as permitted in this policy, in addition to other disciplinary sanctions which may be imposed, the device may be confiscated from the student and returned only to the student's parent.

8) Defiance of the Authority of School Personnel

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

9) Disruptive Conduct

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

10) Electronic Cigarettes

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

11) Extortion

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

12) Felony Charges

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

13) Fighting

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

14) Gambling

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

15) Gang Activity

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

16) Harassment

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

17) Hazing

- Students shall not engage in hazing. Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student

body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

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

18) Internet Use

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

19) Laser Pointers

- Students shall not have in their possession laser pointers.

20) Other Conduct

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

21) Possession or Use of Weapons or Other Dangerous Articles

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

22) Profane, Obscene or Abusive Language or Conduct

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

23) Reports of Conviction or Adjudication of Delinquency

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

24) Stalking

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

25) Student Dress

- Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited.
- Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited.
- Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes.
- Additionally, disciplinary action will be taken against any student taking part in gang related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.
- Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.
- Students not complying with this policy will be asked to cover the noncomplying clothing, change clothes or go home.

26) Theft

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

27) Threats or Intimidation

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

28) Trespassing

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

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

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

- A student shall not attempt to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.
- A student shall not be under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.
- Restricted substances include but are not limited to alcohol, tobacco and inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.
- The School Board may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of School Board policy to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.
- In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

30) Vandalism

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

CORRECTIVE ACTIONS

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

1. Counseling
2. Admonition
3. Reprimand

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

Appendix B

NCPS POLICY ON CYBERBULLYING

This school division provides the electronic infrastructure and supporting software and communication devices to enhance students' education. Other uses of the technology, specifically the harassment or bullying of fellow students, will not be tolerated. To access the school division's technological resources, students must adhere to the following policy.

Cyberbullying in schools is relatively new, paralleling the proliferation of electronic communication devices. Just like traditional bullying, cyberbullying can continue off campus. Bullying and cyberbullying can persist at any time of the day or week and be broadcast to a much larger audience.

Bullying—in any form—will not be tolerated on school grounds. It disrupts the learning environment and adversely affects the quality of a student's education. It harms the victim, the students exposed to it, and, in many cases, the actual bully. Since the advent of the Internet and personal electronic communication devices, bullying has expanded to include cyberbullying.

Cyberbullying is defined as the use of information and communication technologies—such as email, cell phone and text messages, instant messaging, and defamatory personal Websites and online personal polling sites—to support deliberate, hostile behavior intended to frighten or harm others. Whereas traditional bullying was limited to direct confrontations, cyberbullying can happen anytime and be much more far reaching. When harassing language or pictures are posted to the Internet, the words and images can stay forever, which affects the victim far into the future. To that end, this school division has adopted the following policy to address this abuse of electronic communication technologies, whether the actions occur at school or off campus. Virginia lawmakers have criminalized the use of computers and computer networks to harass another person (Code of Virginia, §18.2152.7:1). This school division has adopted a similar policy.

Students must follow three basic rules:

1. Any student who uses a school-provided communication device (including a computer) or computer network (a) with the intent to intimidate, harass, or coerce another person, or (b) to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or (c) to threaten an illegal or immoral act shall be subject to school disciplinary procedures.
2. Any student who uses a personal communication device on school grounds or at a school related function (a) with the intent to intimidate, harass, or coerce another person, or (b) to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or (c) to threaten an illegal or immoral act shall be subject to school disciplinary procedures.
3. In any instance in which cyberbullying creates a climate of fear and/or causes a substantial disruption of the work of the school or impinges on the rights of other students, the person committing the act shall be subject to school disciplinary proceedings.

Consequences for Violation

Any violation of these regulations shall result in loss of computer-system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or possible prosecution through the judicial system.

Reporting and Investigating Students and staff are required to report to designated staff any incidents of cyberbullying about which they are aware. Reports may be made anonymously. Designated staff will investigate all reports, using any electronic communications records currently kept by the school division, and recommend the school's next course of action

Parents- Please Discuss These Rules With Your Student To Ensure He Or She Understands Them. Additional Information Can Be Found At www.Cyberbullying.Org

Appendix C

STUDENT INTERNET ACCEPTABLE USE POLICY (Policy GAB/IIBEA-E2)

In compliance with Code of Virginia § 22.170.2, Northumberland County Public Schools recognizes that the Internet is a valuable educational tool and student access to the schools' computer network is consistent with the goal of promoting excellence in education. The learning community supports the school system's vision of providing an environment to enable our students to become technologically literate and lifelong learners. The Northumberland County School Board, administrators, teachers, and members of the community have equipped the schools with state of the art technology to help make the digital divide between rural communities and their urban and suburban counterparts a thing of the past. Access to high speed internet in the schools was made possible by the support of the community. As a result, the opportunities for resource sharing, collaboration, communication, intellectual challenges, critical thinking, and creative growth will be greatly improved. Along with the privilege of computer access, staff members and students are expected to demonstrate safety, ethics, and respect while using school computers, software, hardware, terminals, printers, servers, and any internal or external network.

Internet safety education will be integrated into the content areas in Pre-K to Grade 12. Age-appropriate lessons that focus on safety, security, and ethics will be embedded in the curricula. Students also will be taught how to discern the validity of internet sources, understand copyright laws, and explore legal issues related to internet use. The school's internet security filters restrict most access to social networking sites and inappropriate material. The school system takes a **no tolerance** approach to accessing inappropriate material. Proper precautions should be taken by students when using the internet, and they will be made aware of the appropriate steps to take if they encounter a problem. Students are expected to honor the Acceptable Use Policy (AUP) or they may lose the privilege of internet access.

Freedom of speech and access to information will be honored. During school, teachers of students will guide students toward appropriate materials. The following are not permitted on any district computer, district network, or the Internet:

- Sending, receiving, or displaying offensive messages, images, or materials
- Using obscene language
- Harassing, insulting, or attacking others (cyber bullying)
- Damaging computers, computer systems, mobile technology or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another person's folder, work, or files
- Intentionally wasting limited resources
- Using school resources and accounts to access services requiring payment
- Employing the network for commercial purposes
- Damaging hardware or software
- Misusing hardware or software
- Downloading programs using school computers
- Student communication with other Internet users via email, chat rooms, forums, or other types of interactive communication
- Copying commercial software in violation of copyright laws and removing it from school property installing, copying, or running software not provided and authorized by NCPS .
- Bypassing system security features (VPN)
- Possession or use of utilities designed to bypass security systems (i.e. anonymous proxy server) or gain unauthorized access

The items above should not be considered comprehensive. Other inappropriate actions not listed also may be considered unacceptable use of electronic communications. Disciplinary action may range from a reprimand to expulsion by school authorities and may be subject to local, state, federal, and international law. Violations may result in a loss of access as well as other disciplinary or legal action.

We, the undersigned, have read, understand, and agree to abide by the Acceptable Use Policy for Northumberland County Public Schools. Please sign and return to school.

Student: _____ Parent/Guardian: _____

Date: _____ Date: _____

Appendix D

Northumberland County Public Schools ATTENDANCE WAIVER REQUEST FORM

A parent/guardian may request a waiver of the attendance regulation for extenuating circumstances beyond their control and/or the student's control. A waiver request may be submitted to the principal prior to the close of a semester or school year, but no later than ten (5) calendar days after the close of the semester or school year. If supporting documentation is available, it should be submitted with the waiver request. The principal shall act upon a waiver request and the parent/guardian shall be notified of the decision in writing within (10) business days after it has been received. A parent/guardian may appeal the decision of the principal by submitting a written request to the principal within three (3) days of receipt of the decision from the principal. Each school shall have an Attendance Committee. The school-based Attendance Committee will review all appeals. The principal, who is a member of the school-based Attendance Committee, shall present the written appeal to the school-based Attendance Committee, and parents will be notified, in writing, of the decision of the Attendance Committee within five school days.

SCHOOL _____ **DATE OF REQUEST** _____
STUDENT NAME _____ **GRADE** _____
PARENT/GUARDIAN _____ **PHONE** _____

WAIVER REQUEST (Circle One): **Fall Semester Course** **Spring Semester** **Year Course**

Describe in detail the extenuating circumstances for which this waiver is being filed. Attach any appropriate documentation (i.e. physician statements) not already provided to the school at the time of the absence(s). If you need additional space, you may write on the back of this form or attach any additional sheets.

LIST COURSES/CLASS/GRADE LEVEL FOR WHICH A FAILING GRADE IS DUE TO EXCESSIVE ABSENCES.

Course	Period/Block	Teacher	Number of Absences	Approved	Disapproved

Please state the reasons for requesting the attendance waiver:

Student Signature _____ Parent Signature _____

Date Request Received _____ Date Request Acted Upon _____
 Comments _____

 Principal's Signature _____ Date _____

**Acknowledgement of Receipt of
Northumberland County Public Schools Code of Conduct**

Parents or guardians and students are asked to read and discuss the Student Code of Conduct manual for Northumberland County Public Schools, sign below, and then return this form to their school.

STUDENT'S NAME: _____

Last _____ First _____ Middle _____

Student's ID # _____ GRADE LEVEL: _____ SCHOOL ATTENDING: _____

We acknowledge receipt of and agree to read and discuss with our student the *Student Code of Conduct* for the Northumberland County Public Schools. We understand that the signing of this statement does not waive, but expressly reserves, our rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia and that we have the right to express disagreement with the school division's policies or decisions.

Parent(s)/Guardian(s) Signature _____ Date _____

Student's Signature _____ Date _____

DISCLAIMER

By signing and returning this form parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.