

Student Attendance Policy

Maximum Allowable Absences in Accordance with School Board Policy 8-2.4 Student Attendance Absences/Truancy

Students shall not be absent from school (for excused or unexcused reasons, excluding suspensions) for:

Eighteen (18) or more school days per year.

Eighteen (18) class periods of a course (nine (9) days for a one semester course).

- Parents/guardians must send a note providing reasons and dates for any absence from school, on the day of the student's return to school. If a note is not provided within five (5) school days of the last day of school missed, the period of absence will be considered unexcused.
- Excused absences are classified as those that have resulted from conditions beyond the control of students, parents/guardians, or the school, and will be counted in the tally of absences. The School Board considers more than fifteen (15) days of excused absences in a semester to be excessive. The only excuses for absence that shall be deemed acceptable are:
 - a) Personal Illness: If over three (3) days, the school will require a note from the doctor.
 - b) Personal court appearance.
 - c) Death in the family (mother, father, spouse, son, daughter, sister, brother, grandparent, aunt, uncle, nephew, or niece).
 - d) Religious holidays regularly observed by the student.
 - e) Extenuating circumstances, as approved by the school administration.

See pages 37-39 in SCORE for more information on the Attendance Policy.

MAKE-UP WORK

Requesting Make-Up Work:

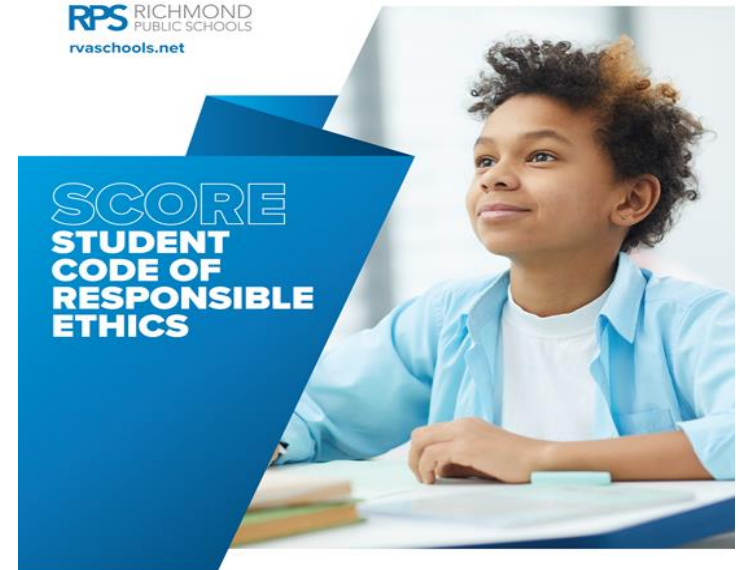
It will be the responsibility of the student and parent/guardian to request missed assignments. A notice of 48 hours is required to provide makeup work for the student. Work may be picked up in the main office or sent home with another student.

Completing Make-Up Work:

Students will be given at least as many days to turn in completed make-up work as the total days he/she was absent.

This is a supplemental guide to SCORE. To view a full copy of SCORE, please visit <https://www.rvaschools.net/students-families/score>

Student Code of Responsible Ethics SCORE at a Glance



Resilience. Pride. Success.

2022-23

The Student Code of Responsible Ethics (SCORE) is a guide that defines appropriate and inappropriate behavior. The SCORE also covers disciplinary consequences and interventions that may be prescribed as appropriate. The SCORE was created to encourage good citizenship and promote positive behavior that will lead to the overall welfare of students. The SCORE ensures that families, students and school personnel are aware of their rights and responsibilities with regard to student conduct. It also standardizes procedures used in responding to specific disciplinary infractions. The goal of the SCORE is to ensure every student has access to a quality education in an environment that is conducive to teaching and learning.

When and Where SCORE Applies

The standards in the SCORE apply to behavior:

- On school property, which includes any real property owned or leased by the School Board, or operated by or on behalf of the School Board
- Waiting for the school bus at designated bus stops
- Taking the most direct route going to and from school, including to and from the designated school bus stop
- On the school bus
- Participating in, or attending, school-sponsored / school-related activities, such as field trips, conferences and/or athletic events

Levels of Interventions and Responses

The SCORE holds students accountable for their behavior. Behaviors are grouped into five levels based on the severity of the behavior. Whenever possible and appropriate, interventions should begin with the lowest level of intervention and/or response.

Principals, teachers, school staff, students and parents need to know the intervention and/or response that can be taken when a student misbehaves or substantially disrupts a classroom. The SCORE is divided into two sections Grades K-5 and Grades 6-12 to ensure that the age and general maturity of the students are considered.

Level of Interventions and Responses	
Level 1	Responses are intended to prevent further behavioral issues while keeping the student in school.
Level 2	Administrative responses and interventions at this level are designed prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.
Level 3	Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.
Level 4	Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the Code of Virginia § 22.1-279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.
Level 5	Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent or designee. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

Full descriptions of behaviors are located in SCORE on pages 10-16.

Procedures for Appealing Out-of-School Suspensions Ten (10) Days or Less

