

# SCORE

STUDENT CODE OF  
RESPONSIBLE ETHICS



RESILIENCE. PRIDE. SUCCESS.

**2023  
2024**

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Dear RPS Students, Families, and Staff,

Welcome to the 2023–2024 school year! We are excited to welcome students back to school.

Richmond Public Schools (RPS) is committed to providing a safe and loving school culture that ensures all students feel welcomed and are supported with the tools they need to be successful.

A range of stakeholders collaborated to revise the Student Code of Responsible Ethics (SCORE) for the 2023-2024 school year; our work is also aligned to the State's *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*.

The goal of SCORE is to continue to hold a high bar for our students while understanding that in doing so we must use trauma-informed and restorative approaches. This means that while we believe that school staff should appropriately respond to behaviors that negatively impact the school environment, we also believe that we can help students learn from their mistakes and assist them in making better decisions in the future. RPS will be a school division with an intentional focus on building and maintaining relationships and one that reduces punitive consequences in favor of options that keep students in school, connected to their school community.

As RPS families, you play a critical role in supporting our efforts, and your engagement matters to the school division and your child. Parents and caregivers, please review the SCORE with your child to ensure the s/he understands RPS expectations and is set-up for a successful school year. Once reviewed, please sign and return the acknowledge form (located on the last page) to your child's school by August 31, 2023 (or by August 3 for RPS200 schools).

Thank you for your continued support as we work to ensure that all RPS schools have safe and inclusive environments where students feel welcomed, respected, and loved.

With great appreciation,

A handwritten signature in black ink, appearing to read "Jason Kamras", written in a cursive style.

**Jason Kamras**  
Superintendent





## INTRODUCTION

### **What is the Student Code of Responsible Ethics (SCORE)?**

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. This guide is formulated to encourage good citizenship and to 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 in 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.

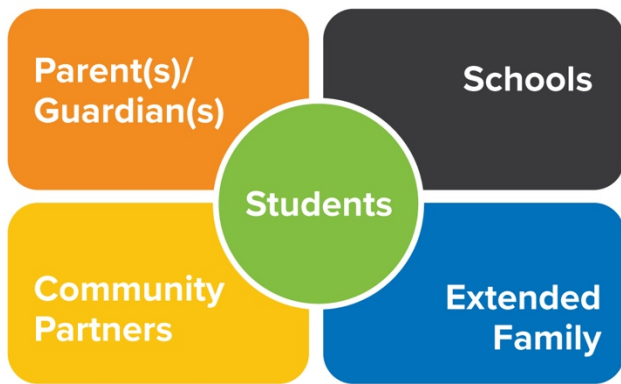
### **To Whom, When and Where is the Code Applied?**

Students are subject to the Code at all times while under the jurisdiction of the school division, including, but not limited to such times as: (1) 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; (2) waiting for the school bus at designated bus stops; (3) taking the most direct route going to and from school, including to and from the designated school bus stop; (4) on the school bus; or (5) participating in, or attending, school-sponsored / school-related activities, such as field trips, conferences and/or athletic events.

Students are also subject to the Code while engaged in certain after school activities, even if they are off school property. Even if a student is in violation of SCORE for activities occurring outside of the times and locations outlined above, that student may still be subject to appropriate consequences imposed by the school division if these actions jeopardize the safety of other students and adults.



# STAKEHOLDERS RESPONSIBILITIES



All stakeholders can play a critical role in helping our students adhere to the SCORE. Groups including parents, guardians, and families Richmond Public Schools' faculty and staff, and community partners take on pivotal roles as nurturers, role models and mentors. The information below describes each groups' role in supporting our students' in making positive behavior decisions.

## Parental, Guardian and/or Family Responsibility and Involvement

Parents/guardians and family support of the SCORE helps to foster an educational atmosphere that focuses on student's individual rights and promotes a safe and academically rigorous learning environment that allows all students the opportunity to reach their potential.

Richmond Public Schools strongly encourage parents/guardian and families to review the SCORE and additional resources listed in the Virginia Department of Education's Parent's Guide to Understanding Discipline Policies and Practices in Virginia Schools that speaks specifically to the following: a) ensuring safe learning environments b) students' responsibilities and rights c) disciplinary process and procedures d) recommendations for parents. The Parent's Guide to Understanding Discipline Policies and Practices in Virginia Schools is located at [www.doe.virginia.gov/support/student\\_conduct/parents\\_guide\\_student\\_discipline\\_policies.pdf](http://www.doe.virginia.gov/support/student_conduct/parents_guide_student_discipline_policies.pdf).

In addition to the parental responsibilities outlined in the Parent's Guide to Understanding Discipline Policies and Practices in Virginia Schools, Richmond Public School parents/guardians are responsible for ensuring students obtain all missed assignments during suspensions. Per School Board Policy 8-3.13, a student who is suspended from school, whether short-term or long-term, shall receive and complete all academic assignments (classwork and homework) during the period of the suspension. Students must submit completed work to his/her classroom teacher(s) upon his/her return to school. It is the parent/guardian's responsibility to contact the school, make arrangements to pick up the work from the school, and to return the completed work to school.

## Responsibilities of the School Based Staff

Faculty and staff are responsible for creating and maintaining a safe and loving school culture that is conducive to teaching and learning. As a result, teachers and other staff members should work alongside the administration to develop, implement and communicate procedures to students and families in a manner that is easily understood as well as assist students in making appropriate behavior decisions.

Faculty and staff are also responsible for following the referral system outlined in the SCORE. Teachers should employ a classroom management structure that is consistent with the interventions outlined in the SCORE. While teachers are generally responsible for handling the majority of student behaviors in the classroom, when warranted, teachers are expected to refer a student to an administrator to receive appropriate interventions. The school principal and/or designee are responsible for addressing students' behavior after receipt of a teacher/staff referral. While teachers or school-based administrators address the majority of student discipline, more severe, or repeated infractions, require the involvement of central office administrative via the Superintendent, Disciplinary Hearing Officer, and/or the School Board.

Faculty and staff will consider the following factors when determining the most appropriate disciplinary interventions / consequences: a) the nature and seriousness of the violation b) the student's age c) previous disciplinary record d) any other relevant circumstances. The Superintendent or his/her designee may deem it necessary to reassign students from their zoned schools to other comprehensive or alternative schools for a set period of time.

## Responsibility of Community Partners

Community partners play an important role in supporting student adherence to the SCORE by addressing several fundamental needs. Richmond Public Schools has strategic partnerships with various organizations within the City of Richmond to provide additional support for students that addresses their physical, social, emotional, and mental health. Therefore, community partners are responsible for providing agreed upon services and support to students in order to assist them in adhering to the SCORE and to enhance their academic achievement.

## Rights and Responsibilities of Students

Students have the right and responsibility to:

- Attend school and receive a quality education. It is the student's responsibility to attend school and assigned classes every day. Absences must be reported to the school, by phone, daily. Upon returning to school, students are required to provide the school with a written note from a parent/guardian that explains the reason for the absence.
- Be informed of all school rules and the interventions/consequences in place connected to certain inappropriate behaviors. It is the responsibility of the students to know and follow all school rules, and to accept the consequences of their behavior. Students should understand the SCORE.
- Have SCORE guidelines followed.
- Be informed of how grades are calculated and earned.
- Use school grounds and materials appropriately at all times.
- Respect the thoughts, beliefs and identities of others. Ideas must not offend or hurt others.
- Discuss or seek guidance regarding the lack of academic progress.
- Respect, and be respected, by other students and school staff.
- Take part in student activities and clubs for which they are permitted. Students must not be kept out of activities because of gender (except as allowed under Title IX), color, race, religion, nationality, sexual orientation, gender identity or gender expression. It is the responsibility of the students to follow the rules of student activities and clubs. Students should cooperate and demonstrate school spirit.
- Follow the school dress code.
- Be free from bullying, name calling, harassment and avoid engaging in such behavior. It is the responsibility of students to report this type of conduct to school staff.

**Note:** Although students possess the above-mentioned rights, certain rights can be revoked in the event of SCORE violations.

## Search and Seizure

To protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks, and automobiles driven to school by students and/or automobiles parked school property. Authorized school personnel may seize any illegal, unauthorized, or contraband materials that are discovered in a search, consistent with applicable law.

Lockers and other storage facilities made available to students for temporary storage of their personal possessions remain under the joint control of the students and the school administration. The school administration has the right to search lockers, desks, and other storage facilities for items which violate the law, school policies and regulations, or which may be harmful to the school, its students or other persons. Lockers and other storage facilities are subject to periodic searches for any reason, which can be conducted at any time. Searches can also be conducted without notice, without student consent, and without a search warrant. Computer network storage areas, any disks and/or external storage drives, and school Internet access records shall be treated like school lockers. Therefore, the aforementioned items are subject to search in accordance with this policy.

The school administration may also search personal property when there is a reasonable belief that the student is in possession of an item that violates the law, and/or school policies and regulations. Property belonging to a student includes, but is not limited to, items that can be connected to a student, carried by a student, or stored by a student in areas made available to the student by the school and may include, but is not limited to, backpacks, book bags, handbags, notebooks, and books.

The school administration also has the right to search any student's person when there is a reasonable belief that the student is in possession of an item that violates the law, and/or school policies and regulations. Strip searches may be conducted only when necessary to avoid the imminent threat of death or great bodily injury to any person.

A strip search, when warranted, can only be conducted by a sworn law enforcement officer of the same sex as the person that is being searched and the strip search shall be conducted in the presence of a same-sex witness. The sworn law enforcement officer shall consult with the school's principal and the Office of Safety and Security prior to conducting the search. Richmond Public Schools employees will not engage in the strip search of any person.



The Richmond Public Schools' Office of Safety and Security is authorized to use metal detectors to aid searches in accordance with applicable law and administrative regulations. Metal detectors may also be used randomly to deter the possession of weapons and other illegal and/or dangerous objects.

The Richmond Public Schools' Office of Safety and Security is also authorized to use, in conjunction with the City of Richmond Police Department, canine teams to aid in searches for illegal drugs. All canine searches shall be conducted in accordance with applicable law and Richmond Public Schools administrative regulations. Canine searches may be conducted when school administrators suspect that a student may possess illegal drugs. Canine searches may also be conducted randomly to deter the possession and/or distribution of illegal drugs.

Surveillance cameras are in use in school facilities and on school buses to promote safety and to encourage reasonable orderliness in school, on school property, at school functions, and on school buses. Any person entering a school facility, on school property, at a school function, or riding a school bus is subject to being recorded.

A student's expectation of privacy and freedom from unreasonable search and seizure must be balanced against the school division's responsibility to protect the health, safety and welfare of all persons within the school community, and its duty to maintain a safe learning environment for all students. If illegal materials are found during a search, law enforcement officials shall be notified. If unauthorized or contraband materials are discovered, the administration should follow the guidelines outlined in levels of interventions and responses.

## **RESPONSES TO STUDENT BEHAVIORS**

This SCORE outlines behaviors that harm safe and loving school cultures. These behaviors require for teachers and administrators to take the appropriate actions which should include interventions and/or consequences. The SCORE is generally descriptive of most types of inappropriate behavior, but should not be construed as an exclusive list or as a limitation upon the authority of the School Board or school officials to address other types of conduct that interfere with the proper functioning of schools.

### **Who Notifies the Parent/Guardian?**

For each SCORE violation, a principal or principal's designee (RPS personnel) shall notify the student's parents/guardians, and may request a conference with parents/guardians when he/she deems such a conference is appropriate. The term "conference" includes, but not limited to, informal or formal meetings with the student and/or telephone conversations with parents/guardians regarding the student's conduct. A student who has been suspended three or more times during an academic school year will not be readmitted until a conference with the principal and parents/guardians has occurred. In addition, if the student is a student with disabilities and any disciplinary action would constitute a change of the student's educational (not physical) placement, a principal or designee must refer any student violating the SCORE to the IEP team for a Manifestation Determination Review.

*The above paragraph only applies to students who are under eighteen (18) years of age and/or students over the age of 18 whose parents/guardians produce legal documentation demonstrating that the parent/guardian (1) retained control of the student's education after the student turned 18 or (2) the parent/guardian has the consent of the adult student to have access to and/or receive information about the student's discipline and disciplinary record.*

### **Who Recommends Long-Term Suspension or Expulsion?**

The superintendent reserves the authority, either on the recommendation of a principal or on his/her own initiative, to impose or recommend to the School Board the suspension or expulsion of a student for any length of time, when required by the SCORE. The superintendent may also recommend suspension or expulsion when, in his/her opinion, the circumstances surrounding the violation warrant a consequence more severe than that stated in the SCORE or imposed by a principal or other persons, regardless of whether the violation is an initial or a repeated violation. For information regarding the discipline of students protected by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and Section 504 of the Rehabilitative Act of 1973, please refer to other sections of this document.

**Note:** *The School Board has the final authority on all disciplinary matters.*

# LEVELS OF INTERVENTIONS AND RESPONSES

## LEVEL 1

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

- Warning
- Written reflection or letter of apology
- Loss of privileges
- Seat change
- Phone call/letter/conference to parent/guardian
- Teacher conference with students
- Mentoring
- Progress Monitoring Sheet
- Reteach or Modeling Desired Behavior
- Teacher and/or administrator conference
- Community Service (appropriate to correct the behavior)
- Recognize/Reward Appropriate Behavior
- Check-In and Check Out System
- In-class time-out
- Time-out in another classroom setting
- Reinforcement of appropriate behaviors
- Classroom behavior contract/ Behavior Monitoring Form
- Referral to Counselor
- Family Liaison Referral
- Confiscation by administration
- Restitution
- Conflict resolution/Community Building Circles

## 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.*

- Parent/ Guardian Contact
- Check-In and Check Out System
- Peer mediation
- Loss of privileges
- Campus clean-up/ Community Service
- Confiscation of Items
- Schedule/Class Change
- Referral to SBIT
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to School Base Support Services
- Student Conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching or expected behavior)
- Parent/Teacher and/or Administrator conference
- Family Liaison Referral
- Community Resources
- Referral to Counselor
- School/Administrator behavior contract
- Behavior Specialist Referral (elementary)
- In School Support with behavioral interventions
- Mediation or conflict resolution
- Referral to Individualized Education Plan (IEP) team (for a current student with an IEP)
- Restitution
- Extended School Day
- Community Building Circles/Healing Circles

## 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.*

- Parent/Teacher/Administrator Contract
- Recommend Schedule/Class Change
- Behavior Specialist Referral
- Referral/Recommend Functional Behavior Assessment/Behavioral Intervention Plan
- Referral to School Base Support Services
- Healing Circles
- Administrator/Teacher/Parent/Guardian Conference
- In-school support with behavioral interventions
- Community service
- Referral to child find committee
- Community resources
- Referral to Counselor
- Restitution
- Short-term out-of-school suspension (one-three days for elementary students/one-five days for secondary students) with restorative circle or conference upon return
- Referral to law enforcement where required
- Revocation of privileges

## 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.*

- Recommend Schedule/Class Change
- Restitution
- Family Liaison Referral
- Behavior Specialist Referral
- School Reassignment
- Referral to child find committee
- Threat Assessment as indicated by the behavior
- Parent-Administrator-Teacher-Student behavior contract
- Long-term revocation of privileges
- Referral to alternative learning school or program
- Community resources
- Referral to law enforcement where required
- Referral/Recommend Functional Behavior Assessment/Behavioral Intervention Plan
- Short term out-of-school suspensions (for preschool to grade three students one to three days, four to ten days for fourth to sixth grade students, or five to ten days for seventh to twelfth grade students)
- Long term suspension (11-45 days) as determined by local policy or by code (11 to 45 days as defined in § 22.1-276.01)

## 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.*

- Referral to child find committee
- School Reassignment
- Alternative Placement
- Threat Assessment as indicated by the behavior
- Referral to Superintendent or designee
- Referral to community resources (e.g. TDT, FAPT)
- Referral to law enforcement where required
- Referral for expulsion
- Long-term suspension Link: (11 to 45 days as defined in § 22.1-276.01)
- Return the student to school setting with appropriate supports and interventions

**Note: Preschool - 3 grade, levels 2-5 cannot exceed 3 consecutive days per incident unless special circumstances exist see page 27 for further explanation. Intervention plans will be developed, reviewed, and/or modified, at minimum, at Levels 3, 4 and 5. Restorative practices will be implemented as deemed appropriate and Intervention plans will be developed, reviewed, and/or modified, at minimum, for students who have five (5) or more office disciplinary referrals in a school year OR three (3) or more physical altercations in a school year. Restorative practices can be a part of a whole school approach to wrong-doing. Restorative practice involves the intentional intervention on the part of the school administration or student assistance teams to remediate harm done. This will enable us to monitor compliance and ensure support is provided to repeat offenders and those with physical aggression. In determining which of the disciplinary consequences are most appropriate, the following shall be considered: a) the nature and seriousness of the violation b) the student's age and previous disciplinary record c) any other relevant circumstances. Out-of-school removals must be paired with an intervention to teach and/or review expected school behavior (e.g. Three days suspension and counseling).**

# ELEMENTARY SCHOOLS LEVELED RESPONSES TO STUDENT BEHAVIORS

| SBAR | Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students                            | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|--|---------|---------|---------|---------|---------|------------------------|
| BAP1 | Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract) | X       | X       |         |         |         |                        |
| BAP2 | Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)                             | X       | X       |         |         |         |                        |
| BAP3 | Scholastic dishonest (cheating, plagiarism)  | X       |         |         |         |         |                        |
| BAP4 | Unexcused tardiness to class   | X       |         |         |         |         |                        |
| BAP5 | Unexcused tardiness to school  | X       |         |         |         |         |                        |

| SBAR  | Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------|--|---------|---------|---------|---------|---------|------------------------|
| BSO1  | Altering an official document or record  | X       | X       |         |         |         |                        |
| BSO2  | Giving false information to staff  | X       | X       |         |         |         |                        |
| BSO3  | Refusal to comply with requests of staff in a way that interferes with the operation of school                   | X       | X       | X       |         |         |                        |
| BSO5  | Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)               | X       | X       |         |         |         |                        |
| BSO6  | Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building            | X       | X       | X       |         |         |                        |
| BSO7  | Dress Code Violation   | X       | X       |         |         |         |                        |
| BSO8  | Gambling (games of chance for money or profit)   | X       | X       |         |         |         |                        |
| BSO9  | Possessing items that are inappropriate for school (examples include toys, literature, electronics)              | X       | X       |         |         |         |                        |
| BSO10 | Possession of stolen items   | X       | X       |         |         |         |                        |
| BSO11 | Unauthorized use of school electronic or other equipment   | X       | X       |         |         |         |                        |
| BSO12 | Violation of Acceptable Use of Technology/internet policy  | X       | X       |         |         |         |                        |
| BSO13 | Violation of school board policy regarding the possession or use of portable communication devices               | X       | X       |         |         |         |                        |
| BSO14 | Vandalism, graffiti or other damage to school or personal property   | X       | X       | X       |         |         |                        |
| BSO15 | Student is not going to class assigned   | X       | X       |         |         |         |                        |
| BSO16 | Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance)       | X       | X       | X       |         |         |                        |

| SBAR | Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)           | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|--|---------|---------|---------|---------|---------|------------------------|
| RB1  | Bullying with no physical injury ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> )                                  | X       | X       |         |         |         |                        |
| RB2  | Cyberbullying ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> )   | X       | X       | X       |         |         |                        |
| RB3  | Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material                    | X       | X       |         |         |         |                        |
| RB4  | Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature | X       | X       |         |         |         |                        |
| RB5  | Stealing money or property without physical force  | X       | X       |         |         |         |                        |
| RB6  | Speaking to another in an uncivil, discourteous manner   | X       | X       |         |         |         |                        |
| RB7  | Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight   | X       | X       |         |         |         |                        |
| RB8  | Using profane or vulgar language or gestures (swearing, cursing, <a href="#">hate speech</a> , <a href="#">gang signs</a> or gestures)                           | X       | X       | X       |         |         |                        |

| SBAR | Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)  | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|---|---------|---------|---------|---------|---------|------------------------|
| RB9  | Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability | X       | X       |         |         |         |                        |
| RB10 | Failure to respond to questions or requests by staff  | X       | X       |         |         |         |                        |
| RB11 | Unwanted or inappropriate physical contact  | X       | X       | X       |         |         |                        |

| SBAR  | Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school   | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------|---|---------|---------|---------|---------|---------|------------------------|
| BSC1  | Alcohol: Possessing or using alcohol (must report to the Hearing Office)  | X       | X       | X       |         |         | *                      |
| BSC2  | Alcohol: Distributing alcohol to other students (must report to the Hearing Office)   |         | X       | X       | X       |         | *                      |
| BSC3  | Drugs: Possessing drug paraphernalia (must report to the Hearing Office)  | X       | X       | X       |         |         | *                      |
| BSC4  | Drugs: Violating school board non-prescription (Over the counter) medication policy   | X       | X       | X       |         |         |                        |
| BSC5  | Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment, imitation tobacco or CBD products  | X       | X       | X       |         |         |                        |
| BSC6  | Bullying Behavior without physical injury that continues after intervention ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> ) <u>Bullying that leads to physical injury should be classified as Assault and Battery.</u>                                 |         |         | X       | X       |         |                        |
| BSC7  | Cyberbullying that continues after intervention ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> ) <u>Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.</u> |         |         | X       | X       | X       |                        |
| BSC8  | Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment  | X       | X       | X       |         |         |                        |
| BSC9  | Bus: Distracting the bus driver   | X       | X       |         |         |         |                        |
| BSC10 | Bus: Endangering the safety of others on the bus  | X       | X       |         |         |         |                        |
| BSC11 | Fire alarm: Falsely activating a or other disaster alarm  |         | X       | X       |         |         |                        |
| BSC12 | Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke  | X       | X       |         |         |         |                        |
| BSC13 | Engaging in reckless behavior the creates a risk of injury to self or others  | X       | X       | X       |         |         |                        |
| BSC14 | Fighting that results in no injury as determined by the school administration   | X       | X       |         |         |         |                        |
| BSC15 | Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students   | X       | X       | X       |         |         |                        |
| BSC16 | Throwing an object that has the potential to cause a disturbance, injury, or property damage  | X       | X       |         |         |         |                        |
| BSC17 | Shoving, pushing, striking a student with no visible injury   | X       | X       |         |         |         |                        |
| BSC18 | Exposing body parts, lewd or indecent public behavior   | X       | X       | X       |         |         |                        |
| BSC19 | Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,   | X       | X       | X       |         |         |                        |
| BSC21 | Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3  |         |         | X       | X       |         | X                      |
| BSC22 | Stealing money or property using physical force (no weapon involved)  |         | X       | X       | X       |         |                        |
| BSC24 | Leaving school grounds without permission   | X       | X       |         |         |         |                        |
| BSC25 | Trespassing   | X       | X       |         |         |         |                        |
| BSC26 | Possessing dangerous instruments/substances that could be used to inflict harm upon another   |         | X       | X       | X       | X       |                        |
| BSC27 | Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.   |         |         | X       | X       | X       |                        |

| SBAR   | Category E: Behaviors that Endanger Self or Others (BESO)<br>These behaviors endanger the health, safety, or welfare of either the student or others in the school community.   | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|--------|---|---------|---------|---------|---------|---------|------------------------|
| BESO1  | Assault: Intending to cause physical injury to another person   | X       | X       | X       | X       |         |                        |
| BESO2  | Assault and Battery: Causing physical injury to another person  |         |         | X       | X       | X       | X                      |
| BESO3  | Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration   | X       | X       | X       |         |         |                        |
| BESO4  | Striking Staff: The use of force against a staff member when no injury is caused  | X       | X       | X       | X       |         |                        |
| BESO5  | Drugs: Possessing controlled substances, illegal drugs, edibles and THC products or synthetic hallucinogens or unauthorized prescription medications (must report to the Hearing Office)  |         |         | X       | X       | X       | *                      |
| BESO6  | Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications   |         |         | X       | X       | X       | X                      |
| BESO7  | Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications   |         |         | X       | X       | X       | X                      |
| BESO9  | Fire: Attempting to set, aiding in setting, or setting a fire   |         | X       | X       | X       |         | X                      |
| BESO10 | Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1   | X       | X       | X       | X       |         |                        |
| BESO11 | Hazing as defined in §18.2-56 and noted in § 22.1-279.6.  |         | X       | X       |         |         |                        |
| BESO12 | Threatening or instigating violence, injury or harm to a staff member   | X       | X       | X       | X       |         | **                     |
| BESO13 | Threatening or instigating violence, injury, or harm to another student(s) or other(s) (not including written threats)  | X       | X       | X       |         |         |                        |
| BESO14 | Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability. |         | X       | X       | X       | X       | X                      |
| BESO15 | Using any weapon to threaten or attempt to injure school personnel, students, or others   |         |         |         |         | X       | X                      |
| BESO16 | Using any weapon to threaten or attempt to injure student(s) or other(s)  |         |         |         |         | X       | X                      |
| BESO17 | Bomb threat-Making a bomb threat  | X       | X       | X       | X       |         | X                      |

| SBAR                    | Category F: Persistently Dangerous (PD) Behaviors described in the Virginia's Unsafe School Choice Policy required by federal law | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------------------------|---|---------|---------|---------|---------|---------|------------------------|
| <b>Sub-Category I</b>   |   |         |         |         |         |         |                        |
| PD1                     | Homicide-Firearm  |         |         |         |         | X       | X                      |
| PD2                     | Homicide-Other Weapon   |         |         |         |         | X       | X                      |
| PD3                     | Sexual Assault  |         |         |         |         | X       | X                      |
| PD4                     | Attempted Sexual Assault  |         |         |         |         | X       | X                      |
| PD5                     | Use of a Bomb   |         |         |         |         | X       | X                      |
| <b>Sub-Category II</b>  |   |         |         |         |         |         |                        |
| PD6                     | Assault with Firearm or Weapon  |         |         |         |         | X       | X                      |
| PD7                     | Actual or Attempted Robbery   |         |         |         | X       | X       | X                      |
| PD8                     | Kidnapping/Abduction  |         |         |         |         | X       | X                      |
| PD9                     | Malicious Wounding without a Weapon   |         |         |         |         | X       | X                      |
| PD10                    | Aggravated Sexual Battery on a Student  |         |         |         |         | X       | X                      |
| <b>Sub-Category III</b> |   |         |         |         |         |         |                        |
| PD11                    | Illegal Possession of Handgun   |         |         |         |         | X       | X                      |
| PD12                    | Illegal Possession of Rifle or Shotgun  |         |         |         |         | X       | X                      |
| PD13                    | Illegal Possession of Any Other Projectile Weapon   |         |         |         |         | X       | X                      |
| PD14                    | Illegal Possession of Bomb  |         |         |         |         | X       | X                      |

| SBAR | Category F: Persistently Dangerous (PD) Behaviors described in the Virginia's Unsafe School Choice Policy required by federal law   | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|---|---------|---------|---------|---------|---------|------------------------|
| PD15 | Illegal Possessing of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per §18.2-85, or explosive incendiary devices, as defined in §18.2-433.1 or chemical bombs per §18.2-87.1 |         |         |         |         | X       | X                      |
| PD16 | Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell   |         |         |         |         | X       | X                      |

\* Must report to law enforcement if is a felony.

\*\* Must report to law enforcement if it is in writing and the student does not have a disability.

## SECONDARY SCHOOLS LEVELED RESPONSES TO STUDENT BEHAVIORS

| SBAR | Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students                            | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|--|---------|---------|---------|---------|---------|------------------------|
| BAP1 | Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract) | X       | X       |         |         |         |                        |
| BAP2 | Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)                             | X       | X       |         |         |         |                        |
| BAP3 | Scholastic dishonest (cheating, plagiarism)  | X       | X       |         |         |         |                        |
| BAP4 | Unexcused tardiness to class   | X       | X       |         |         |         |                        |
| BAP5 | Unexcused tardiness to school  | X       | X       |         |         |         |                        |

| SBAR  | Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------|--|---------|---------|---------|---------|---------|------------------------|
| BSO1  | Altering an official document or record  | X       | X       |         |         |         |                        |
| BSO2  | Giving false information to staff  | X       | X       | X       |         |         |                        |
| BSO3  | Refusal to comply with requests of staff in a way that interferes with the operation of school                   | X       | X       | X       |         |         |                        |
| BSO5  | Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)               | X       | X       |         |         |         |                        |
| BSO6  | Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building            | X       | X       | X       |         |         |                        |
| BSO7  | Dress Code Violation   | X       | X       |         |         |         |                        |
| BSO8  | Gambling (games of chance for money or profit)   | X       | X       |         |         |         |                        |
| BSO9  | Possessing items that are inappropriate for school (examples include toys, literature, electronics)              | X       | X       |         |         |         |                        |
| BSO10 | Possessing stolen items  | X       | X       |         |         |         |                        |
| BSO11 | Unauthorized use of school electronic or other equipment   | X       | X       |         |         |         |                        |
| BSO12 | Violation of Acceptable Use of Technology/Internet Policy  | X       | X       |         |         |         |                        |
| BSO13 | Violation of school board policy regarding the possession or use of portable communication devices               | X       | X       | X       |         |         |                        |
| BSO14 | Vandalism, graffiti or other damage to school or personal property   | X       | X       | X       |         |         |                        |
| BSO15 | Student is not going to class as assigned  | X       | X       |         |         |         |                        |
| BSO16 | Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance)       | X       | X       | X       |         |         |                        |

| SBAR | Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|--|---------|---------|---------|---------|---------|------------------------|
| RB1  | Bullying with no physical injury ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> )                        | X       | X       |         |         |         |                        |



| SBAR | Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)  | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|------|---|---------|---------|---------|---------|---------|------------------------|
| RB2  | Cyberbullying ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> )  |         | X       | X       |         |         |                        |
| RB3  | Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material   | X       | X       | X       |         |         |                        |
| RB4  | Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature  | X       | X       | X       |         |         |                        |
| RB5  | Stealing money or property without physical force   | X       | X       |         |         |         |                        |
| RB6  | Speaking to another in an uncivil, discourteous manner  | X       | X       | X       |         |         |                        |
| RB7  | Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight  | X       | X       | X       |         |         |                        |
| RB8  | Using profane or vulgar language or gestures (swearing, cursing, <u>hate speech</u> , <u>gang signs</u> or gestures)  | X       | X       | X       |         |         |                        |
| RB9  | Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability | X       | X       | X       |         |         |                        |
| RB10 | Failure to respond to questions or request by staff   | X       | X       | X       |         |         |                        |
| RB11 | Unwanted or inappropriate physical contact  | X       | X       | X       |         |         |                        |

| SBAR  | Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school   | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------|---|---------|---------|---------|---------|---------|------------------------|
| BSC1  | Alcohol: Possessing or using alcohol (must report to the Hearing Office)  | X       | X       | X       |         |         | *                      |
| BSC2  | Alcohol: Distributing alcohol to other students (must report to the Hearing Office)   |         | X       | X       | X       |         | *                      |
| BSC3  | Drugs: Possessing drug paraphernalia (must report to the Hearing Office)  | X       | X       | X       |         |         | *                      |
| BSC4  | Drugs: Violating school board non-prescription (Over the counter) medication policy   | X       | X       | X       |         |         |                        |
| BSC5  | Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment, imitation tobacco or CBD products  | X       | X       | X       |         |         |                        |
| BSC6  | Bullying Behavior without physical injury that continues after intervention ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> ) <u>Bullying that leads to physical injury should be classified as Assault and Battery.</u>                                 |         | X       | X       | X       |         |                        |
| BSC7  | Cyberbullying that continues after intervention ( <a href="#">See Link: Model Policy to Addressing Bullying in Virginia's Public Schools</a> ) <u>Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.</u> |         |         | X       | X       | X       |                        |
| BSC8  | Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment  | X       | X       | X       | X       |         |                        |
| BSC9  | Bus: Distracting the bus driver   | X       | X       | X       |         |         |                        |
| BSC10 | Bus: Endangering the safety of others on the bus  | X       | X       | X       |         |         |                        |
| BSC11 | Fire alarm: Falsely activating a or other disaster alarm  |         | X       | X       |         |         |                        |
| BSC12 | Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke  | X       | X       | X       |         |         |                        |
| BSC13 | Engaging in reckless behavior that creates a risk of injury to self or others   | X       | X       | X       |         |         |                        |
| BSC14 | Fighting that results in no injury as determined by the school administration   | X       | X       |         |         |         |                        |
| BSC15 | Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students   |         | X       | X       | X       | X       |                        |
| BSC16 | Throwing an object that has the potential to cause a disturbance, injury, or property damage  | X       | X       | X       |         |         |                        |
| BSC17 | Shoving, pushing, striking a student with no visible injury   | X       | X       |         |         |         |                        |
| BSC18 | Exposing body parts, lewd or indecent public behavior   | X       | X       | X       | X       |         |                        |
| BSC19 | Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,   | X       | X       | X       | X       |         |                        |

| SBAR  | Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------|---|---------|---------|---------|---------|---------|------------------------|
| BSC21 | Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3  |         |         |         | X       | X       | X                      |
| BSC22 | Stealing money or property using physical force (no weapon involved)  | X       | X       | X       |         |         |                        |
| BSC24 | Leaving school grounds without permission   | X       | X       |         |         |         |                        |
| BSC25 | Trespassing   |         | X       | X       | X       |         |                        |
| BSC26 | Possessing dangerous instruments/substances that could be used to inflict harm upon another                                 |         | X       | X       | X       |         |                        |
| BSC27 | Weapon: Possessing or selling any weapon (not including firearms) as defined by school board policy                         |         |         |         | X       | X       | X                      |

| SBAR   | 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 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|--------|---|---------|---------|---------|---------|---------|------------------------|
| BESO1  | Assault: Intending to cause physical injury to another person   |         | X       | X       | X       |         |                        |
| BESO2  | Assault and Battery: Causing physical injury to another person  |         |         | X       | X       | X       | X                      |
| BESO3  | Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration   | X       | X       | X       |         |         |                        |
| BESO4  | Striking Staff: The use of force against a staff member when no injury is caused  |         |         | X       | X       | X       | X                      |
| BESO5  | Drugs: Possessing controlled substances, illegal drugs edibles, THC products or synthetic hallucinogens or unauthorized prescription medications (must report to the Hearing Office)  |         |         | X       | X       | X       | *                      |
| BESO6  | Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications   |         |         |         | X       | X       |                        |
| BESO7  | Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications   |         |         |         | X       | X       | X                      |
| BESO9  | Fire: Attempting to set, aiding in setting, or setting a fire   |         |         | X       | X       | X       | X                      |
| BESO10 | Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in <u>§18.2-46.1</u>  |         |         | X       | X       | X       |                        |
| BESO11 | Hazing as defined in <u>§18.2-56</u> and noted in <u>§ 22.1-279.6.</u>  |         |         |         |         | X       |                        |
| BESO12 | Threatening or instigating violence, injury or harm to a staff member   |         | X       | X       | X       | X       | **                     |
| BESO13 | Threatening or instigating violence, injury, or harm to another student(s) or other(s) (not including written threats)  |         | X       | X       | X       | X       |                        |
| BESO14 | Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability. |         | X       | X       | X       | X       | X                      |
| BESO15 | Using any weapon to threaten or attempt to injure school personnel  |         |         |         |         | X       | X                      |
| BESO16 | Using any weapon to threaten or attempt to injure student (s) or other (s)  |         |         |         |         | X       | X                      |
| BESO17 | Bomb threat- Making a bomb threat   |         |         |         | X       | X       | X                      |

| SBAR                    | Category F: Persistently Dangerous (PD) Behaviors described in the Virginia's Unsafe School Choice Policy required by federal law | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|-------------------------|---|---------|---------|---------|---------|---------|------------------------|
| <b>Sub-Category I</b>   |   |         |         |         |         |         |                        |
| PD1                     | Homicide-Firearm  |         |         |         |         | X       | X                      |
| PD2                     | Homicide-Other Weapon   |         |         |         |         | X       | X                      |
| PD3                     | Sexual Assault  |         |         |         |         | X       | X                      |
| PD4                     | Attempted Sexual Assault  |         |         |         |         | X       | X                      |
| PD5                     | Use of a Bomb   |         |         |         |         | X       | X                      |
| <b>Sub- Category II</b> |   |         |         |         |         |         |                        |
| PD6                     | Assault with Firearm or Weapon  |         |         |         |         | X       | X                      |
| PD7                     | Actual or Attempted Robbery   |         |         |         | X       | X       | X                      |
| PD8                     | Kidnapping/Abduction  |         |         |         |         | X       | X                      |
| PD9                     | Malicious Wounding without a Weapon   |         |         |         |         | X       | X                      |

| SBAR                     | Category F: Persistently Dangerous (PD) Behaviors described in the Virginia's Unsafe School Choice Policy required by federal law   | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Notify Law Enforcement |
|--------------------------|---|---------|---------|---------|---------|---------|------------------------|
| PD10                     | Aggravated Sexual Battery on a Student  |         |         |         |         | X       | X                      |
| <b>Sub- Category III</b> |   |         |         |         |         |         |                        |
| PD11                     | Illegal Possession of Handgun   |         |         |         |         | X       | X                      |
| PD12                     | Illegal Possession of Rifle or Shotgun  |         |         |         |         | X       | X                      |
| PD13                     | Illegal Possession of Any Other Projectile Weapon   |         |         |         |         | X       | X                      |
| PD14                     | Illegal Possession of Bomb  |         |         |         |         | X       | X                      |
| PD15                     | Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per §18.2-85, or explosive incendiary devices, as defined in <u>§18.2-433.1</u> or chemical bombs per <u>§18.2-87.1</u> |         |         |         |         | X       | X                      |
| PD16                     | Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell   |         |         |         |         | X       | X                      |

\* Must report to law enforcement if is a felony.

\*\* Must report to law enforcement if it is in writing and the student does not have a disability.

# STUDENT BEHAVIORS

Please be advised that per Virginia law and/or the policies of the School Board of Richmond Public Schools, violations of certain codes of conduct require that the student be recommended for expulsion from Richmond Public Schools.

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

- Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)
- Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)
- Scholastic dishonest (cheating, plagiarism)
- Unexcused tardiness to class
- Unexcused tardiness to school

### **Unexcused tardiness to class and/or school**

Students arriving after the start of the school day shall be considered tardy. Students shall not be tardy to school or class without written explanation or verbal notification from parents/guardians, teachers or administrators.

Student must be punctual and attend all assigned classes. Student attendance is a cooperative effort and schools shall involve parents/guardians and student in accepting responsibility for regular attendance. Each parent/guardian of a child within the compulsory school attendance age shall be responsible for the child as required by law. Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with school board policy. Students shall not be absent from or tardy to school. Nor shall students leave school prior to the end of the school day without parental permission, school permission or any other valid excuse. Unexcused absence shall include, but not be limited to, leaving school premises without authorization.

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

- Altering an official document or record
- Giving false information to staff
- Refusal to comply with requests of staff in a way that interferes with the operation of school
- Failure to be in one's assigned place on school grounds
- Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)
- Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building
- Dress Code Violation
- Gambling (games of chance for money or profit)
- Unauthorized use of school electronic or other equipment
- Violation of the Acceptable Use of Technology/internet policy
- Violation of school board policy regarding the possession or use of portable communication devices
- Vandalism, graffiti or other damage to school or personal property

### **Altering an official document or record/Giving false information to staff**

Students shall not cheat, plagiarize or knowingly make false statements with respect to any assignments or tests.

Depending on the seriousness of the violation, the student may not receive credit for the particular piece of work, the course, or maybe subject to out-of-school suspension. A student found using a mobile telephone or any unauthorized device during any testing situation will have the device immediately confiscated and will lose the privilege of using said devices for the remainder of the school year. Test results may be rendered invalid in this situation.

### **Refusal to comply with requests of staff in a way that interferes with the operation of school**

Student shall not violate any verbal or written instructions given by school personnel within the scope of their authority.

Students are entitled to a learning environment that is free of unnecessary disruptions. Any physical or verbal disturbance within the school setting or during related activities, which interrupts or interferes with teaching or orderly conduct of school activities, is prohibited. Students shall not engage in conduct that is, or is intended to be, disruptive of any school activity, function or process of the school or is dangerous to the health or safety of students or others.

Students shall not play or participate in any game in which the outcome is uncertain or a matter of chance for money or other things of value on school property or during any school-related activity.

**Note:** This does not include school sponsored and approved activities.

## Dress Code Violation

The dress code should serve to support all students to develop a body positive self-image, and a successful educational environment. Any school dress code enforcement actions should minimize the potential loss of education time. Administration and enforcement of the dress code will be consistent across the student body, regardless of actual or perceived gender identity or sexual orientation, gender expression, race, ethnicity and body size and/or type. Except in cases where schools require uniforms, schools may not enact policies with more restrictive or less restrictive dress codes.

A student's attire and appearance should not be indecent or, cause, health and/or safety problems in the educational environment.

### Students **MUST** wear:

- Tops and Bottoms, or the equivalent (dresses, etc.)
- Shoes (sandals are permissible, but appropriate athletic shoes must be worn in PE class and additional caution should be taken by students at recess.) *\*\*The School board of the city of Richmond and/or Richmond Public Schools is not responsible for any injuries that may occur due to students who wear improper shoes.*
- Clothing that covers genitalia, buttocks and nipples with opaque materials

### Students **MAY** wear:

- Clothing with commercial or athletic slogans
- Fitted pants (yoga pants, leggings and skinny jeans)
- Ripped jeans without underwear exposed
- Students wearing clothing that does not match the students perceived gender is not a violation

### Students **MAY NOT** wear:

- Visible underwear or bathing suits of similar designs
- Clothing using images or language depicting drug use, alcohol, any illegal activities, threats, or discriminatory slogans
- Clothing that includes hate speech, profanity or pornography
- Images and/or language that creates a hostile or intimidating educational environment based on identity or class
- Hats, caps, scarves, sweatbands, bandanas, facemasks, or head covers inside a school building except a.) when worn because of religious beliefs, b.) when worn as a matter of health or safety, c.) when worn in connection with a school-sponsored program \*Facemask/coverings can be worn as directed by circumstances to include COVID 19, medical, etc.

## Recommended consequences for Dress Code Violations

School administration should minimize loss of class time, and refrain from calling a parent/guardian unless notification is needed to bring students appropriate clothing. Otherwise, school administration should notify parents of the dress code violation after the school day has ended. No student should be measured, shamed or made to change clothing in front of a class for what they are wearing.

### Secondary

- **1<sup>st</sup> Offense** – Warning with opportunity to change clothes to correct dress code violation;
- **2<sup>nd</sup> Offense** – A second warning with opportunity to change clothes to correct dress code violation
- **3<sup>rd</sup> Offense** – Administrative after-school detention or Saturday detention

*\*\*Continued infractions will result in additional consequences.*

## Violation of the Acceptable Use of Technology/Internet Policy

Students of Richmond Public Schools are offered access to the school system computer network for the internet and electronic mail (email). Internet and email are global networks. Through these networks, students have access to thousands of libraries, databases and educational websites, and can exchange messages with Internet users throughout the world.

Students are responsible for their behavior on the school computer network just as they are in a classroom. The SCORE applies to all use of the school computer network.

The network is provided for students to conduct research and to communicate with others for educational purposes only. Access to network services will be given to students who are in compliance with the rules for appropriate use.

Individual users of the school system computer network are responsible for their behavior and their behavior and their communications over that network.

Network storage areas, disk and/or external drives used with the internet will be treated like school lockers. Network administrators may review files and communications to maintain system integrity and to ensure students are using the system responsibly. The following are prohibited forms of Internet use:

- Accessing, sending, or displaying offensive messages, pictures, or profane or abusive language
- Sending or receiving sexually explicit messages (Sexting)
- Cyber-bullying
- Texting
- Damaging computer networks
- Violating copyright laws
- Using another's identification or password, or trespassing in another's work
- Using the network for any illegal activities as defined by state or federal law
- Hacking

The RPS Internet Safety curriculum is implemented in all schools. Lessons and activities are integrated in all subject areas. Internet safety tips and Acceptable Use policies are posted on our website.

If it is determined that the use of technology, and/or social media on or off school property, caused a disruption in school, the school has the authority to discipline the student.

**Cyber-bullying:** Cyber-bullying may include sending cruel or threatening messages to students' school email accounts or posting rumors, threats or negative comments about peers online. Schools have the authority to discipline students for misuse of school system computers, email and Internet services. Schools also have the authority to discipline students for emails or Internet activity that is off school grounds and without using school equipment if the conduct causes serious disruption to the school environment.

### **Violation of school board policy regarding the possession or use of portable communication devices**

The student use of any type of unauthorized electronic or mechanical device that is not part of the instructional program is prohibited during school hours. Video and/or audio recording of staff and/or students during the school day or school sponsored activity is prohibited. This shall include, but is not limited to: mobile phones, portable musical devices, laser pointers, cameras, laptop computers, MP3 players, iPods, portable DVD players, portable TV's, smart watches, etc. Student will be permitted to use cellular phones on school property or at school sponsored activities before and after regular school hours. However, cellular phone use must not interfere with any after school activity.

#### **Pre-K and Elementary Students (Pre-K – 5<sup>th</sup> Grade):**

Cellular phones are prohibited during school hours, at school sponsored events and on the bus. Students are permitted to have cellular phones in their possession: however, the phone must be turned off and stored out of sight.

#### **Secondary Students (6<sup>th</sup> – 12<sup>th</sup> Grade):**

Students may use cellular phones at designated times and in accordance with the parameters specified in the following section:

Secondary students may use their cellular phone while riding the school bus by utilizing headphones, earbuds, per personal listening equipment as not to disturb others. Secondary students may have cellular phones in their possession. However, the phone must be turned off and stored out of sight after the first bell or equivalent signifying the beginning of the school day. The phones must remain off until the last bell or equivalent signifying the end of the school day.

Students may use their phones, with person listening equipment such as earbuds, at after-hour, school sponsored events provided that they do not disrupt or interfere with the event that is taking place.

#### **Consequences for cellular phone violations PK – 12<sup>th</sup> Grade:**

Any prohibited device may be confiscated by the school administration and returned to the parent/guardian at a time deemed convenient for both the principal and parent/guardian (dates offered by the school shall be within 10 school days of the confiscation). If it is determined that a communication device used on or off school property caused a disruption in school, the school has the authority to discipline the student in accordance with the SCORE.



- **1<sup>st</sup> Offense:** The cellular phone will be confiscated by an administrator/administrative designee and returned to the student at the end of the day.
- **2<sup>nd</sup> Offense:** The cellular phone will be confiscated by an administrator/administrative designee and returned to the parent/guardian on a designated day and time deemed to be convenient for both the administrator and the parent (dates offered by the school shall be within 10 school days).
- **3<sup>rd</sup> Offense:** The student's cellular phone privileges will be banned for the remainder of the school year.

**\*\*Richmond Alternative School:** Student possession of cellular phones at Richmond Alternative School (alternative program) is prohibited.

Richmond Public Schools will not assume responsibility for the loss, destruction, damage or theft of confiscated items. Lost or stolen electronics devices are an administrative and/or civil issue. A student found using a cellular phone during testing situation will have the phone immediately confiscated and will lose their cellular phone privileges for the remainder of the school year. Additionally, test results may be rendered invalid in this situation.

**Note:** Cellular phone violations that also include other violations of the SCORE are subject to additional and/or more severe interventions/consequences. Finally, as noted on pg. 9 of this document, in determining which of the disciplinary consequences are most appropriate, the following shall be considered: a) the nature and seriousness of the violation b) the student's age and previous disciplinary record c) any other relevant circumstances.

## Unauthorized Use of School Electronic or Other Equipment

Students shall not possess contraband items on school property, at any school bus stop, or at any school sponsored activity. Contraband includes any item that is not appropriate in a school setting and/or is disruptive to, or interferes with, the educational process. These items include, but are not limited to: matches, lighters, hand-held computer games, laser pointers, and trading cards. Contraband may also include laptop computers if said computers are not being used for authorized educational purposes.

Neither Richmond Public Schools nor the student's individual school assumes responsibility in any circumstance for the loss/destruction/damage to, or theft of, items that have been confiscated due to a violation of this standard. Any literature or materials confiscated that violate the law will be turned over to legal authorities.

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board or the property of any other person.

## Vandalism, Graffiti or other damage to school or personal property

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board or the property of any other person.

## Category C: Relationship Behaviors (RB) create a negative relationship between 2 or more members of the school community (No physical harm is done)

- Bullying with no physical injury ([See Link: Model Policy to Addressing Bullying in Virginia's Public Schools](#))
- Cyberbullying ([See Link: Model Policy to Addressing Bullying in Virginia's Public Schools](#))
- Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material
- Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature
- Speaking to another in an uncivil, discourteous manner
- Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight
- Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)
- 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
- Failure to respond to questions or requests by staff
- Inappropriate physical contact that is sexual in nature or violates school rules regarding contact

Any student who has been accused of bullying, and against whom there is substantiated evidence of such bullying, may be reassigned to another comprehensive school pursuant to School Board Policy 8.2.5 and 8-3.14 in addition to any disciplinary action that may also be imposed by the School Division. Substantiated evidence of bullying includes, but is not limited to: documented complaints from the victim to school staff and/or administration regarding incidents between the student engaging in the bullying and the student who has

been the victim of bullying, criminal charges filed against the student accused of bullying by the student and/or the parents of the student who has been the victim of the bullying, and/or a criminal conviction of the student accused of bullying for assault, and/or battery of the student who has been the victim of the bullying.

Students shall not possess, exhibit or disseminate obscene literature, materials, illustrations, and/or images.

Neither Richmond Public Schools nor the student's individual school assumes responsibility in any circumstance for the loss/destruction/damage to or theft of items that have been confiscated due to a violation of this standard. Any literature or materials confiscated that violate the law will be turned over to legal authorities.

### **Using profane or vulgar language or gestures**

Students shall not use profane, obscene or abusive language, obscene gestures, or engage in obscene conduct.

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

- Alcohol: Possessing or using alcohol
- Alcohol: Distributing alcohol to other students
- Drugs: Possessing drug paraphernalia
- Drugs: Violating school board non-prescription (Over the counter) medication policy
- Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment, imitation tobacco products
- Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.
- Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.
- Bus: Distracting the bus driver
- Bus: Endangering the safety of others on the bus
- Fire alarm: Falsely activating a or other disaster alarm
- Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke
- Engaging in reckless behavior the creates a risk of injury to self or others
- Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students
- Throwing an object that has the potential to cause a disturbance, injury, or property damage
- Shoving, pushing, striking a student with no visible injury
- Exposing body parts, lewd or indecent public behavior
- Physical contact of a sexual nature – patting body parts, pinching, tugging clothing
- Physical sexual aggression and/or forcing another to engage in sexual activity
- Stealing money or property without physical force
- Stealing money or property using physical force (no weapon involved)
- Stealing money or property using weapons or dangerous instruments
- Leaving school grounds without permission
- Trespassing
- Weapon: Possessing or selling any weapon (not including firearms) as defined by school board policy

Students shall not engage in any conduct that interferes with the ongoing educational process or which is otherwise a violation of federal, state or local law.

### **Bullying Behavior without physical injury that continues after intervention/ Cyberbullying that continues after intervention**

All students have the right to be educated in an atmosphere that is free from fear, intimidation, and harassment. Bullying, teasing, hazing, or other acts of intimidation can have long-term negative effects on the emotional and educational wellbeing of students and are, therefore, prohibited. Section §22.1-276.01 of the code 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(s); and victim(s); and is repeated over time or causes severe emotional trauma. This includes cyberbullying. It does not include ordinary teasing, horseplay, argument, or peer conflict. School boards are expected to include bullying as a prohibited behavior in their student code of conduct.

Students shall not participate in the hazing, or other acts of intimidation, of other students. Hazing is the reckless or intentional endangerment of the health or safety of, or the infliction of bodily injury 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. Hazing constitutes a criminal offense and any student who hazes may be found guilty of a Class 1 misdemeanor that carries a penalty of up to 12 months in jail and/or a fine of up to \$2500.

Any student who has been a victim of a personal crime while on school property or on the school bus, may request to be transferred to another comparable school within the school division if the crime was committed by: (1) another student; (2) school employee, contract worker, social worker, or person who regularly performs services in the school.

### **Physical contact of a sexual nature – patting body parts, pinching, tugging clothing / Physical sexual aggression and/or forcing another to engage in sexual activity**

Students shall not commit a sexual assault upon another person or subject another person to any sexual harassment. Sexual assault is any inappropriate behavior of a sexual nature, including, but not limited to, touching of sensitive and private areas of one's body. Sexual harassment is any unwelcome advances, requests for sexual favors, *questions of sexuality or description of body parts*, and other inappropriate verbal or physical conduct or contact, including by electronic means, of a sexual nature that creates an intimidating, hostile, or offensive environment.

### **Alcohol/Drug Possession and/or Distribution**

Students shall not use, be under the influence of, or possess alcohol of any kind (including imitation alcoholic beverages\*) on school property or at school-sponsored activities. When there is a reasonable suspicion that a secondary school student has violated the law by engaging in underage drinking, a "breathalyzer" may be used by school officials who have been trained in the use of the machine. Elementary school students will not be subject to breathalyzer testing. However, parents/guardians should be aware of procedure once that student enters secondary school.

Students shall not give, sell or distribute, or possess with the intent to give, sell or distribute on school property or at school-sponsored activities alcoholic beverages of any kind (*including imitation alcoholic beverages\**).

*\*For purposes of this standard, "imitation alcoholic beverage" shall mean a liquid which is not an alcoholic beverage, but by overall appearance, including color, marking, packaging and/or marketing, or by representations made, is intended to lead, or would tend to lead a reasonable person to believe that such item is an alcoholic beverage.*

Student shall not use, be under the influence of, or have in their possession on school property or at school-sponsored activities any controlled substance, marijuana or anabolic steroid, as defined in the Drug Control Act, Chapter 34 or Title 54.1 of the Code of Virginia and in 21 U.S.C, Section 812, imitation controlled substance as defined in Section 18.2-247 of the Code of Virginia, or drug paraphernalia as defined in Section 18.2-265.1 of the Code of Virginia.

For violations of possession or use of controlled substances, or anabolic steroids on school grounds and/or at school sponsored activities, the student shall be recommended for expulsion for one (1) year. Parents and law enforcement shall be notified.

First offense of possession of marijuana or alcohol: In lieu of expulsion, the division superintendent or his/her designee may implement the following disciplinary action, if deemed appropriate by the situation: a ten-day suspension from school and forty-five-day suspension from school activities. The student will also be required to complete drug and/or alcohol counseling\*, as defined by a comprehensive assessment, along with the student's parent/guardian, at the family's own expense.

Expulsion will be recommended for RPS students found guilty of possession of marijuana and/or alcohol after the first instance.

*\*Completion is defined as completing an assigned rehabilitation program or nine months compliance with the rehabilitation program, whichever comes first.*

### **Drugs: Violating school board non-prescription (Over the counter) medication policy**

**Prescription Drugs:** In case of an emergency, and to prevent prescription drug trafficking, school authorities must know what medicine(s) a student is taking while at school. Therefore, no students may possess any prescription drugs while in the school building and/or on school property, unless that drug has been prescribed to the student; and the student's parent/guardian has requested and received written permission from the school division that the student can possess and self-administer the medication during the school day. If a child needs to take prescription medication during the school day, the parent/guardian must take all medication to school nurse's office at the start of the school day for safe keeping, unless the student meets the criteria below. \*

Students who have a diabetes diagnosis from a licensed physician must inform the school which he/she attends. This definition includes any medication or paraphernalia used to administer medication for the treatment or control of diabetes.

**Over-the-counter Drugs:** To prevent adverse drug interactions or overdoses, students may not possess any over-the-counter drugs while in the school building and/or on school property unless the student's parent/guardian has requested and received written permission from the school division that states the student can possess and self-administer the medication during the school day. Otherwise, students are not permitted to bring over-the-counter drugs to school. If a child needs to take over-the-counter medication during the school day, the medication must be taken to the school nurse's office by the parent/guardian unless the student meets the criteria below.\*

A student with a documented diagnosis of asthma or anaphylaxis, or both, may possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, during the school day, at school-sponsored activities, or while on a school bus or other school property. Provisions include: 1) written consent of the parent of a student with a diagnosis of asthma or anaphylaxis, or both, that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both; 2) written notice from the student's primary care provider or medical specialist, or licensed physician or licensed nurse practitioner that identifies the student; states that the student has a diagnosis as described above, and has approval to self-administer inhaled asthma medication or auto-injectable epinephrine, or both, as the case may be; specifies the name and dosage of the medication, the frequency in which it is to be administered and certain circumstances which may warrant the use of medication, such as before exercising or engaging in physical activity to prevent the onset of asthma symptoms. *(See full plan in the nurse's office)*

When a physician determines a diagnosis of diabetes the parent should inform the student's school. This definition includes any medication or paraphernalia to administer medication for the treatment or control of diabetes when the school nurse has not been notified that the student requires this medication.

## **Definitions:**

**Prescription Drugs:** Any drug or other substance for the treating of diseases, healing, and/or relieving pain that must be, and has been, obtained from a licensed pharmacist pursuant to a doctor's prescription.

**Over the Counter Drugs:** Any drug or other substance for the treating of diseases, healing, and/or relieving pain that can be bought off the shelf in any retail store that sells such product. These items include, but are not limited to, aspirin, cough syrups, gargles, caffeine pills, and any medication meeting the definition in this paragraph that has not been written on a doctor's prescription pad.

Students shall not give, sell or distribute, or possess with the intent to give, sell or distribute on school property or at school-sponsored activities alcoholic beverages of any kind *(including imitation alcoholic beverages\*)*.

*\*For purposes of this standard, "imitation alcoholic beverage" shall mean a liquid which is not an alcoholic beverage, but by overall appearance, including color, marking, packaging and/or marketing, or by representations made, is intended to lead, or would tend to lead a reasonable person to believe that such item is an alcoholic beverage.*

The possession, use, sale or distribution of tobacco or promotion tobacco products by students is prohibited. This also includes nicotine, hash oil, vape or any product that can be ingested by tobacco paraphernalia, or imitation tobacco products.

The use of electronic cigarettes is prohibited in a school bus, school property, and at school-sponsored activities.

Each school board shall include in its code of student conduct a prohibition on possessing any tobacco product or nicotine vapor product, as those terms are defined in § 18.2-371.2, on a school bus, on school property, or at an on-site or off-site school-sponsored activity.

## **Fire alarm**

Students shall not set off false fire alarms. Students may be prosecuted by local law enforcement.

## **Stealing Money or Property**

A student shall not intentionally take the personal property of another person without his/her consent.

## **Trespassing**

Student shall not enter upon school property unlawfully. These include, but are not limited to, instances whereby:

- a. An unauthorized student or other person attends or visits a Richmond Public School, during the regular school day without authorization from the school administration.
- b. A Student is requested by an administrator or other school official to leave school property and refuses to do so immediately.
- c. A Student has been suspended from attendance or expelled and comes onto school property.
- d. A student who has been denied school bus privilege and continues to use school bus transportation.
- e. A student is in the area when the area is being used as a school bus stop.

If a student appears or remains on school premises and/or the school bus in the instances cited above, he/she will be considered trespassing. This section also applies to any school sponsored activity that does not take place on RPS property.

**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**

- Assault: Intending to cause physical injury to another person
- Assault and Battery: Causing physical injury to another person
- Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration
- Striking Staff: The use of force against a staff member when no injury is caused
- Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)
- Fire: Attempting to set, aiding in setting, or setting a fire
- Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1
- Hazing as defined in §18.2-56 and noted in § 22.1-279.6
- Threatening or instigating violence, injury or harm to a staff member
- Possession of a firearm or destructive device as defined in § 22.1-277.07.
- Using any weapon to threaten or attempt to injure school personnel, students, or others
- Bomb threat – Making a bomb threat

**Fighting/Assault and Battery/Striking Staff**

A student shall not engage in fighting. Students shall not physically strike or otherwise commit an assault or battery upon, or bully another person. Assault means to intentionally put one in fear by intimidation or threats, including by electronic means. This includes, but not limited to, harassment based on actual or perceived differences such as gender, race, color, religion, nationality, sexual orientation, or gender identity. Battery means harmful or offensive contact.

All students have the right to be educated in an atmosphere that is free from fear, intimidation, and harassment. Bullying, teasing, hazing, or other acts of intimidation can have long-term negative effects on the emotional and educational wellbeing of students and are, therefore, prohibited. Section § 22.1-276.01 of the code 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(s); and victim(s); and is repeated over time or causes severe emotional trauma. This includes cyberbullying. It does not include ordinary teasing, horseplay, argument, or peer conflict. School boards are expected to include bullying as a prohibited behavior in their student code of conduct.

In each instance of fighting, assault, bullying, battery, or hazing, the parent shall be notified. Students who voluntarily fight (mutual fighting), to include incidents when student(s) choose to reciprocate instead of retreating or asking for help from a staff member, will face disciplinary action. The parents and police shall be notified in instances of aggravated circumstances and/or where such an incident includes a threat to kill or do bodily harm. A threat assessment shall be completed to determine the seriousness of threats. The superintendent or his designee will not consider discipline for a threat if a threat assessment has not been completed within twenty-four (24) hours of the incident. A “threat assessment” is defined as the process of formally evaluating the degree of threat to an individual or entity and describing the nature of the threat.

Any student committing battery on a teacher or school employee shall be recommended for expulsion. A student found to have committed battery on a teacher or school employee may be re-assigned to another school pursuant to School Board Policy 8-3.14.

**Gang Related Activities**

Student shall not participate in gang activity. A gang is an ongoing organization, association or group (1) having common characteristics, including but not limited to, initiation practices, hand signals, structured style of dress, specific geographic territorial claim or identifiable leadership; and (2) consisting of three or more individuals, at least one of whom is a juvenile, who identify themselves as a group by a name or symbol and are involved in a pattern of recurrent felonious criminal conduct. Gang related activities may result in the student(s) being recommended for expulsion.

Gang activity is defined as:

- a. Wearing, distributing, or possessing any clothing, jewelry, emblem, badge, symbol, sign, color, or other item that is evidence of membership or affiliation in any gang.
- b. Committing any act or omission, or using speech, either verbal or non-verbal (such as gestures or handshakes) showing membership or affiliation in any gang.
- c. Committing any act in furtherance of the interests of any gang, including: (1) soliciting, hazing, initiating others for membership in any gang, (2) requesting any person to pay for protection or otherwise intimidating or threatening any person, (3) committing any other illegal act or other violation of the SCORE and (4) encouraging other students to act with physical violence.
- d. Any inappropriate behavior and/or activities which are likely to cause bodily danger, physical harm, or mental harm to students, employees or visitors.

## Drug/Alcohol Possession

First offense of possession of marijuana or alcohol: In lieu of expulsion, the division superintendent or his/her designee may implement the following disciplinary action, if deemed appropriate by the situation: a ten-day suspension from school and forty-five-day suspension from school activities. The student will also be required to complete drug and/or alcohol counseling\*, as defined by a comprehensive assessment, along with the student's parent/guardian, at the family's own expense.

Expulsion will be recommended for RPS students found guilty of possession of marijuana and/or alcohol after the first instance.

*\*Completion is defined as completing an assigned rehabilitation program or nine months compliance with the rehabilitation program, whichever comes first.*

Students shall not give, sell or distribute, or possess with the intent to give, sell or distribute on school property or as school-sponsored activities, any controlled substance, marijuana or anabolic steroid, as defined in the Drug Control Act, Chapter 34 or Title 54.1 of the code of Virginia and in 21 U.S.C. Section 812, imitation controlled substance as defined in Section 18.2-247 of the Code of Virginia.

The student shall be recommended for expulsion. Upon a finding that special circumstances exist, another disciplinary action or term of suspension may be imposed by the school board. Parents and law enforcement shall be notified.

Students shall not have any type of weapon (operable or inoperable) in their possession. This includes, in their lockers, on school property, or at any school-sponsored activity.

**In accordance with Section 22.1-277.07 of the Code of Virginia**, a student who is found to possess a firearm or device as defined below, a firearm muffler or firearm silencer, or pneumatic gun as defined below, on school property or at a school sponsored activity shall be expelled for a period of not less than one (1) year. Upon a finding that special circumstances exist, another disciplinary action or term of expulsion may be imposed. Parents, police and juvenile authorities shall be notified.

**As defined by Va. Code §22.1-277.07**, "firearm" means any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material or the frame or receiver of any such weapon. "Firearm" does not include any pneumatic gun.

**As defined by Va. Code §15.2-915.4**, a "pneumatic gun" means any implement, designed as a gun that will expel a BB or a pellet by action of pneumatic pressure. "Pneumatic gun" includes a paintball gun that expels by action of pneumatic pressure plastic filled with paint for the purpose of marking the point of impact.

**Pursuant to Va. Code §308.1**, weapons prohibited on school property or at school-sponsored activities include: a stun weapon or any knife with a metal blade of 3 inches or longer. Also prohibited on school property are or intended to propel a missile of any kind by action of an explosion of any combustible, material; any dirk, bowie knife, switchblades knife, ballistic knife, machete, razor, slingshot, spring stick, metal/brass knuckles, or blackjack; any flailing instruments consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchakus, shuriken, or fighting chain; any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; or any weapon of the like kind as those defined above.

**Pursuant to Va. Code §22.1-277.07**, "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device; any weapon, except a shotgun or shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will or may be readily converted to expel a projectile by the action of any explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in VA Code §18.2-299

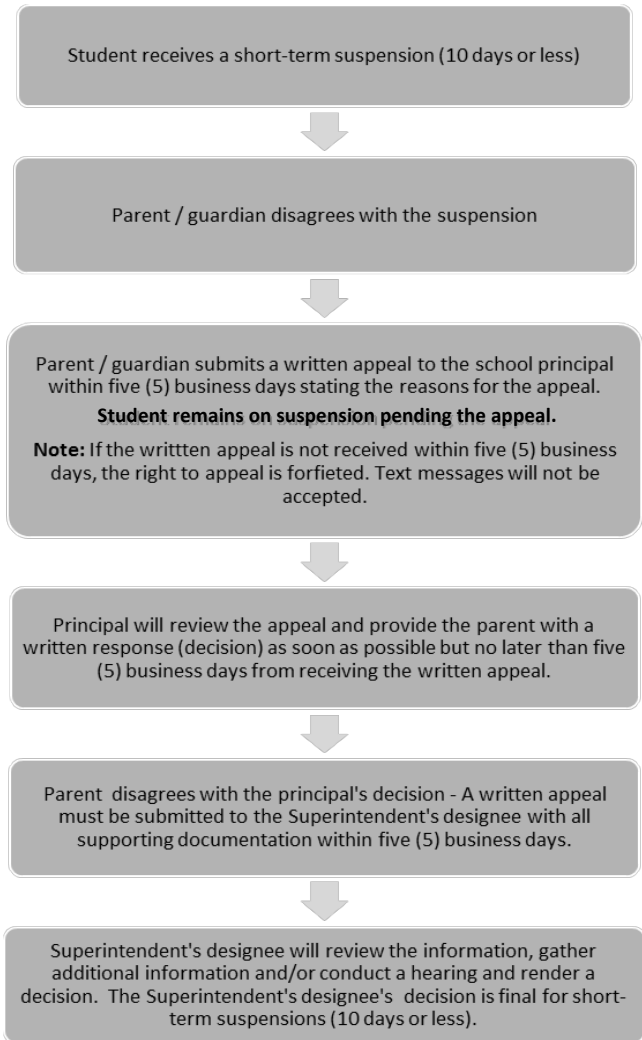


or any firearm prohibited from civilian ownership by federal law; and any combination of parts either designed or intended for use in converting any device into any destructive device described in this subsection and from which a destructive device may be readily assembled. "Destructive device" shall not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device.

## SUSPENSIONS, EXPULSIONS, AND APPEALS

### Short-Term Suspensions (10 days or less)

- Students may be suspended from school for up to five (5) school days by a school principal, assistant principal or, in their absence, a principal designee and for up to an additional five (5) school days by a school principal with the concurrence of the Superintendent or his/her designee. Except as provided in subsection C or § 22.1-277.07 or 22.1-277.08, no student in preschool through grade three shall be suspended for more than three (3) school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education (VDOE). [http://www.doe.virginia.gov/info\\_management/data\\_collection/support/school\\_safety/](http://www.doe.virginia.gov/info_management/data_collection/support/school_safety/)
- Prior to imposing the suspension, a principal, assistant principal or principal designee must inform the student of the charges against him/her. If the student denies the charges, he/she must be given an explanation of the known facts and an opportunity to present his/her version of the facts. If he/she deems it necessary, a principal, assistant principal or principal designee shall conduct a further investigation into the matter prior to determining if the student should be suspended.
- Students whose presence may pose a continuing danger to persons or property or an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts, and an opportunity to present his/her version of what occurred shall be provided by the student as soon as practicable.
- Upon a student’s suspension from school, a principal, assistant principal or principal designee shall report the facts of the case in writing to the Superintendent or a designee, and the student's parents/guardians on a form approved by the Superintendent. Such notice provided to the parents/guardians shall include the length of suspension, information regarding the availability of community-based educational programs, alternative education or other programs, and the right of the student to return to regular school attendance after suspension. The cost 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, shall be borne by the student’s parents/guardians.
- Upon the parent’s written request, and after review of the action taken, the Superintendent or a designee shall confirm or disapprove such action based on an examination of the student’s behavioral record. Such written request must be filed with the Superintendent or a designee within five (5) school days of the suspension notice or the right to review by the Superintendent or the designee shall be waived.
- The student and his/her parents/guardians may appeal the Superintendent's or a designee's decision to the Disciplinary Committee of the School Board. The Disciplinary Committee will consider the appeal upon the record of the suspension at its next regularly scheduled meeting.
- Students with disabilities will be disciplined according to applicable state and federal laws.



## Suspensions in Excess of Ten Days or Expulsion

A long-term suspension is a disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. If, after the student has had an opportunity to explain his/her version of what occurred, a principal or his or her designee determines a suspension in excess of ten (10) school days (11 to 45 school days) or expulsion is appropriate, he/she shall immediately notify the student's parent(s), in writing, of the following:

- The proposed action and the reasons therefore.
- That the decision to suspend the student in excess of ten (10) school days shall be determined through a panel hearing before the Superintendent or his/her designee, during which they may be represented by counsel and/or present evidence, and a copy of the procedures for this hearing.
- The availability of community-based educational, alternative education, or intervention programs that the student may attend during his/her suspension, and that 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 shall be borne by the parent of the student.

Within ten (10) school days of the superintendent or his/her designee receiving notice, the superintendent or his/her designee shall determine whether a suspension in excess of ten (10) school days or expulsion is appropriate and shall immediately notify the student's parents/guardians in writing. In the event that the superintendent or his or her designee determines that suspension in excess of ten (10) school days is appropriate, he/she shall immediately notify the student's parents/guardians, in writing, of the following:

- The proposed action and the reasons therefore.
- The length of the suspension.
- The availability of community-based educational, alternative education, or intervention programs that the student may attend during his/her suspension, and that 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 shall be borne by the parent of the student.
- When the student is eligible to return to regular school attendance, or to attend appropriate alternative education program by the School Board, or an adult education program offered by the school division, during or upon the expiration of the suspension, and the terms or conditions upon expiration of the suspension.

A decision to impose a long-term suspension may be appealed to a committee of the School Board, which shall be composed of at least three members. This committee may confirm or disapprove the suspension of a student. If the committee's decision is not unanimous, the pupil or his parent may appeal the committee's decision to the full School Board. The School Board shall decide such appeals within thirty (30) days.

The School Board may permit or require students suspended pursuant to this section to attend an alternative education program provided by the school board for the term of such suspension.

## Expulsions

**Please be advised that, per Virginia law and/or the policies of the School Board of Richmond Public Schools, violations of certain codes of conduct require that the student be recommended for expulsion from Richmond Public Schools.**

If after the student has had an opportunity to explain his/her version of what occurred, a principal or his/her designee determines that a recommendation of expulsion of the student is appropriate he/she shall immediately notify the student's parents/ guardians in writing, of the following:

- The proposed action and the reasons therefore;
- That a hearing before the Superintendent or his/her designee will occur within ten (10) school days of the notice to determine whether expulsion of the student will be recommended to the School Board, or whether another disciplinary action is more appropriate, and during which hearing they may be represented by counsel and/or present evidence, and a copy of the procedures for this hearing; and
- The availability of community-based educational, alternative education, or intervention programs that the student may attend during his/her suspension, and that 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 shall be borne by the parent of the student.

Within ten (10) school days of receiving notice, the Superintendent or his/her designee shall determine whether an expulsion of the student or another disciplinary action is appropriate and shall immediately notify the student's parents/guardians in writing. In the event that the Superintendent or his/her designee determines that expulsion is appropriate he/she shall immediately notify the student's parents/guardians in writing, of the following:

- The proposed action and the reasons therefore;
- The length of the expulsion;
- Information concerning the availability of community-based educational, alternative education, or intervention programs that the student may attend during his or her expulsion, and that 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 expulsion shall be borne by the parent of the student;
- Whether or not the student is eligible to return to regular school attendance, or to attend appropriate alternative education program 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;
- That 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 shall be borne by the parent of the student; and
- 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 shall also advise 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/her expulsion, and of the conditions, if any, under which readmission may be granted.

A decision to confirm or disapprove the student's expulsion may be made by a committee of the School Board, which shall be composed of at least three members. If the committee's decision is not unanimous, the pupil or his or her parents/guardians may appeal the committee's decision to the full School Board. The School Board shall decide such appeals within thirty (30) days.

The School Board may permit or require students who are expelled pursuant to this section to attend an alternative education program provided by the school board for the term of such expulsion.

### **Procedures for a Hearing before the Superintendent or His or Her Designee**

- The panel hearing shall be held within ten (10) school days from the date of the notice unless the student and/or the parents/guardians, as appropriate, ask for a continuance and the continuance is granted by the hearing officer.
- At the panel hearing, which shall be audio recorded, a principal or his/her designee shall present any evidence he/she wishes in support of the recommendation and the student, the parents/guardians, or a representative may be represented by counsel and may present evidence. Both parties may cross-examine witnesses, and the hearing officer shall be free to ask questions at any time. The hearing officer may continue the hearing when he/she deems such action necessary for the full development of facts.
- The hearing officer may recommend to the Superintendent that he/she uphold the principal's recommendation in whole or in part, or may deny it entirely.
- A letter shall be sent to the parents/guardians informing them of the Superintendent's decision and of their right to appeal to the School Board in the case of suspension and to another hearing before the School Board in the case of a recommended expulsion. The letter shall contain all required notice provisions. A copy of this letter shall be sent to the Chief of Staff, Principal and Manager of Pupil Personnel Services.

### **Appeals of Long-Term Suspensions and Expulsions**

In the case of a long-term suspension, the student or his/her parents/guardians may appeal the decision of the Superintendent or his/her designee to the School Board (or, at the School Board's discretion, a committee thereof) by notifying the Clerk of the School Board in writing of their intent to appeal within seven (7) calendar days from the receipt of the decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal. The School Board will consider the appeal upon the record of the suspension hearing within thirty (30) calendar days of the appeal. The student will remain suspended pending the disposition of the appeal.

- The student or his/her parents/guardians may request a hearing before the School Board, (or, at the School Board's discretion, a committee thereof), regarding the decision of the Superintendent or his/her designee to recommend expulsion by notifying the Clerk of the School Board in writing of their request within seven (7) calendar days from the receipt of the decision. Failure to file a written request within the specified time will constitute a waiver of the right to a hearing before a committee

of the School Board. A hearing shall be held at the next regularly scheduled meeting unless the request for a hearing is received less than five (5) days prior to a meeting, in which case the hearing shall be set by the Chairman as soon as practicable. The student shall remain suspended pending the School Board committee hearing. The School Board has the authority to overrule the Superintendent or amend the Superintendent's decision in any respect. Any decision to expel a student requires School Board action before it becomes effective.

- A decision made by the School Board or a committee thereof, shall be communicated to the student and his/ her parents/guardians in writing, and shall comply with the applicable notice provisions.
- Nothing in this subsection shall be construed to prohibit the School Board from permitting or requiring expelled students, pursuant to this subsection, from attending a School Board provided alternative education program.

### **Students with Disabilities under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Students with Disabilities Qualified under Section 504 of the Rehabilitation Act of 1973, and Students who are suspected of having a disability but are not yet determined eligible or qualified**

This section is intended as an application and summary of federal law and regulations as found in the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). Federal and Virginia Special Education Laws and regulations take precedence over this document. Families may obtain additional information regarding students with disabilities and the disciplinary process in Virginia from the Virginia Department of Education.

Virginia Department of Education's Parent's Guide to Understanding Special Education (2010) which can be found at: [http://www.doe.virginia.gov/special\\_ed/parents/parents\\_guide.pdf](http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf)

### **Student Population**

For the purpose of student suspensions and expulsions, certain special education due process procedures are accorded to following students:

- A student who has been identified as having a disability under IDEIA or under Section 504;
- A student who is suspected of having a disability, but has not yet been determined eligible or qualified to receive services.
- Students who have not been determined eligible for special education and related services under IDEIA or who have not yet qualified for special education or related services under Section 504, and who have engaged in behavior that violated any rule of conduct, may assert any of the protections provided under IDEIA if the school division had "a basis of knowledge" that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. The school division has a "basis of knowledge" that the student is a student with or suspected of having a disability if:

The parents/guardians of the student have expressed a concern in writing (or verbally if the parent does not write or has a disability that prevents him/her from writing a statement) to school personnel that the student is in need of special education and related services:

- The parents/guardians have requested that their child be evaluated to determine eligibility for special education and related services.
- The teacher of the student, or school personnel, has expressed concern about a student's behavioral pattern directly to the Director of Exceptional Education of Richmond Public Schools or to other Richmond Public Schools supervisory personnel.

Exceptions to this "basis of knowledge" in the above section occur if:

- The parent has not allowed an evaluation of the student or has refused special education and related services.
- An evaluation was conducted and it was determined that the student does not have a disability.

### **Removal Procedures**

#### **Removals of Ten (10) School Days or less in a School Year (Short-Term Removals)**

- School personnel may "short-term" remove a student with a disability from the student's current educational setting to an appropriate interim alternative education setting, to another setting, or suspend said student to the extent those alternatives would also be applied to a student without disabilities.
- Additional short-term removals may apply to a student with a disability within a school year for separate incidents of misconduct as long as the removals do not constitute a pattern.

- Richmond Public Schools is not required to provide services during the first ten (10) school days in a school year that a student with a disability is removed from their current educational setting.
- For additional short-term removals, which do not constitute a pattern Richmond Public Schools 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, will make the service determinations.
- If the number of school days a student is removed from school approaches ten (10) days, the building administrator or designee may convene an IEP team to review and revise the IEP. This meeting may address any needed changes in services or placement. The IEP team may develop and complete a Functional Behavioral Assessment (FBA), and may develop and implement a Behavioral Intervention Plan (BIP). If a BIP exists, the IEP team shall review and modify the BIP as needed.

### **Removals of More Than 10 School Days in a School Year (Long- Term Removals)**

- Students may be removed for more than ten (10) cumulative school days without limit during the school year, if the removal is not a change of placement.
- A change of placement occurs if: the student's removal is for more than ten (10) consecutive days or the student receives a series of short-term removals within a school year that constitute a pattern. School personnel will determine if the series of removals constitutes a change of placement. To determine this, the following factors must be considered:
  - a. The length of each removal.
  - b. The proximity of the removals to one another.
  - c. If the student's behavior is substantially similar to the student's behavior in previous incidents that result in a series of removals.
  - d. The total amount of time the student has been excluded from the classroom. The parent must be notified in writing of the results of this determination.

When the removal does not constitute a change of placement, the student may be removed from his/her educational placement in accordance with procedures for suspensions of students without disabilities. However, the following procedures must also be implemented:

- a. Provide, if any, services that will enable the student to appropriately progress in the general curriculum and appropriately advance towards achieving IEP goals. These services are determined by the student's IEP team.
- b. If appropriate, convene an IEP team before or within five (5) business days after first removing the student for more than ten (10) school days in a year to conduct a functional behavioral assessment, and determine necessary behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

When the removal constitutes a change of placement, the following procedures must be implemented:

- a. Provide, if any, services that will enable the student to appropriately progress in the general curriculum and appropriately advance towards achieving IEP goals. These services are determined by the student's IEP team.
- b. If appropriate, convene an IEP team before or within five (5) business days after first removing the student for more than ten (10) school days in a year to conduct a functional behavioral assessment, and determine necessary behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The IEP team must also answer the following questions:

1. Was the student's conduct caused by, or in direct and substantial relationship to, the student's disability?
  2. Was the student's conduct a direct result of the school division's failure to implement the IEP?
- In cases where the IEP team determines that the behavior was a manifestation of the student's disability, a removal or expulsion may not occur and the IEP team shall:
1. Conduct a FBA and develop a BIP for the student.
  2. If a BIP already exists, review the existing plan and modify it as necessary to address the behavior.
  3. Return the student to the educational placement from which he or she was removed, unless the parents/guardians and school personnel agree to a change of placement as part of the modification of the behavioral intervention plan.
  4. Review and revise the IEP as needed to address the behaviors which may include changes and/or additions in goals, services and placement.

For subsequent removals, when a change of placement has occurred, a manifestation determination must be made by the parents/guardians and relevant IEP team members, within five (5) business days of the suspension decision.

## Weapons/Drugs/Controlled Substances/Serious Bodily Injury

The following provisions apply to any student with a disability who: (a) carries a weapon to, or possesses a weapon at, school, on school property or to a school function; (b) knowingly possesses, uses, sells or solicits the sale of illegal drugs or any controlled substance while at school, on school property or a school function; or (c) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function:

A school administrator, along with representatives of the Office of Exceptional Education and Student Services, may assign the student to an interim alternative educational setting (IAES) for a maximum of forty-five (45) school days. Parental permission is not required. While the student is in an IAES placement, school personnel:

- a. Must enable the student to continue to progress in the general curriculum although in another setting.
- b. Must provide services and modification described in the current IEP which will enable the student to meet IEP goals.
- c. Conduct, as appropriate, a functional behavioral assessment, and determine necessary behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur provided in Procedures for Long-term Removals 2b above.
- d. When the IAES expires, the student returns to his/her prior educational placement, unless the parent/guardians and the LEA agree otherwise through an IEP meeting. Also, a Hearing Officer or court order can extend the IAES.

## Miscellaneous

- Schools may report a crime to the police even if the student involved in the violation is considered, or suspected, to have a disability.
- A student with a disability is entitled to the same due process rights that all students are entitled to under Richmond Public School's disciplinary policies and procedures.
- If during the course of reviewing the student's IEP relevant to disciplinary action, the IEP team determine deficiencies in the student's IEP or placement, the IEP team, will take immediate steps to remedy those deficiencies.
- A student may not be removed from the school for more than ten (10) school days while the IEP team processes are initiated and completed, unless the parents/guardians gives permission for a change of placement through the IEP team meeting. This does not apply to incidents involving weapons, drugs, controlled substances, serious bodily injury. These incidents may necessitate immediate removal to an IAES for forty-five (45) school days.
- A copy of the procedural safeguards must be available to the parents/guardians of a student with a disability on the date which the decision is made to make a disciplinary removal that constitutes a change in placement because of a violation of a code of student conduct.
- If a student is under evaluation for IDEIA or Section 504 when the disciplinary incident occurs, the evaluation shall be expedited.
- During the pendency of any proceedings to contest the imposition of discipline, the student shall remain in his/her current educational placement, which may be the IAES.

## Expedited Hearings

Richmond Public Schools may request an expedited due process hearing if it maintains that it is dangerous for the student to be in the current educational placement (the educational placement prior to removal to the interim alternative setting) while due process proceedings are pending. Parents/guardians may request an expedited hearing if they disagree with:

- The determination that the student's behavior was not a manifestation of the student's disability.
- Any decision regarding educational placement under the disciplinary procedures.

**Note:** The terms IEP or IEP team also apply to 504 plans or 504 teams.

## Definition of Terms

**Pattern:** a series of removals of unrelated instances cumulating more than ten (10) school days in a school year because of factors such as the length of each removal, total time removed, and proximity of the removals to each other.

**IAES:** An Interim Alternative Educational Setting that enables the student to progress in the general curriculum in a different setting and receive the services and modification in the IEP. This placement will also enable the student to meet his/her IEP goals and the services are designed to prevent negative behavior from recurring.

**Other qualified persons:** included to ensure that diagnostic and other persons are present at the IEP meeting for expertise in assessing the issues that are being reviewed by the IEP team.

**Serious bodily injury:** an injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty.



# NOTIFICATIONS FOR ALLEGED DELINQUENT ACTIVITY

A school board may, in accordance with the procedures set forth in Article 3 (§ 22.1- 276.01 et seq.) of Chapter 14 and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) suspended pursuant to § 22.1-277.05; or (iv) expelled from school attendance pursuant to § 22.1-277.06 or 22.1- 277.07 or subsection C of § 22.1-277, require the child to attend an alternative education program as provided in § 22.1-209.1:2 or 22.1-277.2:1.

According to Va. Code §16.1-260(G), a school division's superintendent must receive notification if:

The subject of a petition alleging that such student who is a juvenile has committed an act, wherever committed, which would be a crime if committed by an adult, or that such student who is an adult has committed a crime and is alleged to be within the jurisdiction of the court. The report shall notify the division superintendent of the filing of the petition and the nature of the offense, if the violation involves:

- A firearm offense pursuant to Article 4 (§ 18.2-279 et seq.), 5 (§ 18.2-288 et seq.), 6 (§ 18.2-299 et seq.), or 7 (§ 18.2-308 et seq.) of Chapter 7 of Title 18.2.
- Homicide, pursuant to Article 1 (§ 18.2-30 et seq.) of Chapter 4 of Title 18.2,
- Felonious assault and bodily wounding, pursuant to Article 4 (§ 18.2-51 et seq.) of Chapter 4 of Title 18.2.
- Criminal sexual assault, pursuant to Article 7 (§ 18.2-61 et seq.) of Chapter 4 of Title 18.2.
- Manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances, pursuant to Article 1 (§ 18.2-247 et seq.) of Chapter 7 of Title 18.2.
- Manufacture, sale or distribution of marijuana or synthetic cannabinoids pursuant to Article 1 (§ 18.2-247 et seq.) of Chapter 7 of Title 18.2.
- Arson and related crimes, pursuant to Article 1 (§ 18.2-77 et seq.) of Chapter 5 of Title 18.2.
- Burglary and related offenses, pursuant to §§ 18.2-89 through 18.2-93.
- Robbery pursuant to § 18.2-58.
- Prohibited criminal street gang activity pursuant to § 18.2-46.2.
- Recruitment of other juveniles for a criminal street gang activity pursuant to § 18.2-46.3.
- An act of violence by a mob pursuant to § 18.2-42.1.
- The failure to provide information regarding the school in which the student who is the subject of the petition may be enrolled shall not be grounds for refusing to file a petition.
- The information provided to a division superintendent pursuant to this section may be disclosed only as provided in § 16.1-305.2.

## Appeal Information

Parents/guardians have the right to request an appeal of the reassignment to an alternative educational setting. If a parent/guardian wishes to appeal the decision, you are to appeal in writing to Chief Schools Officer: 301 North Ninth Street, 17th floor, Richmond, VA 23219. The appeals must be sent within seven (7) business days from the receipt of the notice of reassignment to an alternative educational setting. Failure to file a written appeal within the specific time will constitute a waiver of the rights to an appeal.

If a parent/guardian wishes to appeal the decision made by the Chief Schools Officer regarding the placement to the alternative educational program, the appeal is to be sent in writing to the School Board of the City of Richmond, C/O Clerk of the School Board. The appeals must be sent within seven (7) business days from the receipt of the Assistant Superintendent of Exceptional Education and Student Services' decision. Failure to file a written appeal within the specific time will constitute a waiver of the rights of the appeal.

Please be mindful that the student must attend the alternative assignment pending the appeal process. Students who fail to attend may be reported for truancy.

# PROMOTING POSITIVE STUDENT BEHAVIOR ON SCHOOL BUSES

All students will be governed by the tenets of this section while traveling by school buses to and from school or school-related activities, such as, but not limited to, field trips, conferences, or athletic events. The school administration and Safety and Security personnel have the right to conduct random searches of school buses and, when reasonable suspicion exists, school bus passengers.

Consequences involving students with disabilities, those who have accommodations under Section 504, and those students currently under child study or eligibility processes will be imposed in accordance with their rights under federal and state laws.

Riding the school bus is a privilege. This privilege may be suspended if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other occupants is prohibited. The driver of each school bus shall cooperate with the school administration in their work in the school to which she/he is transporting students by being on time in the mornings and waiting in the afternoons until all students are dismissed by the school administration and safely aboard the bus. Drivers shall take particular notice along their route in the mornings and give students within sight a reasonable time to board the bus. The driver shall be responsible for maintaining good conduct on the bus. Drivers shall report any violation of their instructions or rules, via referral forms, to the school administration.

Administrative staff will review drivers' referrals and respond with appropriate disciplinary action if required. A copy of the misconduct report will be returned to the school bus operator. Generally, misconduct on a school bus will not deny a student access to the classroom. However, school suspension, including expulsion, may occur in special cases of misconduct that warrant such action.

## Consequences for Violations Related to Transportation for Students Include, but are Not Limited to:

| 1 <sup>ST</sup> OFFENSE    | 2 <sup>ND</sup> OFFENSE    | 3 <sup>RD</sup> OFFENSE      | 4 <sup>TH</sup> OFFENSE       |
|----------------------------|----------------------------|------------------------------|-------------------------------|
| Parent/Guardian Phone Call | Parent/Guardian Conference | Bus Suspension (1 to 5 days) | Bus Suspension (6 to 10 days) |

The following misconduct shall result in disciplinary action. This list is not exhaustive and shall not be a limitation upon the authority of the School Board or school officials to deal with other types of conduct that interferes with the proper functioning of the school. While suspended from the bus, a student shall not be allowed to attend or participate in any extracurricular activities.

## Consequences for Inappropriate School Bus Behavior

### Threatening Behavior

Threatening behavior exhibited toward other students and/or adult school personnel is addressed in Standards of Student Conduct No. 9 - Fighting, Assault & Battery, Bullying; and any student violating this Standard on the school bus shall be disciplined in accordance with that standard. There shall be a concurrent consequence on the school bus for the student as a result of his/her behavior.

### Fighting

Fighting is addressed in Category E: Behaviors that Endanger Self or Others (BESO) and any student fighting on the bus shall be disciplined in accordance with that standard. There shall be concurrent consequence on the school bus for the student as a result of his behavior.

### Weapons

Weapons are addressed in Category E: Behaviors that Endanger Self or Other (BESO) and any student having possession of a weapon on the school bus or at the bus stop shall be disciplined in accordance with this standard. There shall be concurrent consequences on the school bus for this offense.

## Disruptive Behavior

Disruptive behavior includes, but is not limited to, making inappropriate comments improper boarding/departing the bus, refusing to obey the bus operator, excessive noise, eating or drinking on the bus, and the use of profanity. If any of these behaviors are done in a threatening manner, they are to be addressed in accordance with Category B: Behaviors related to School Operations (BSO). Unless a consequence for disruptive behavior is specifically stated, the principal/designee may:

- a. Conference/counsel the student with or without the parents/guardians and bus driver where practical:
- b. Execute a student-behavior contract
- c. Suspend the student from the bus for one (1) to three (3) days; suspend the student for three (3) to five (5) days from the bus and a parent/guardian conference; suspend the student for more than five (5) days
- d. Request a disciplinary hearing at the school level for suspensions off the bus in excess of ten (10) days (except as noted in the section regarding students with disabilities)

## Vandalism

Destruction of school property should be handled in accordance with existing Category B: Behaviors related to School Operations (BSO) (which requires that students/parents make restitution for damage resulting from vandalism) as well as existing Department of Safety and Security procedures for prosecuting incidents of vandalism. Under an existing Department of Transportation policy, students and parents are given the option of cleaning the bus in lieu of payment for damages. Juvenile authorities will be notified.

## Safety

Safety offenses include, but are not limited to, failure to obey the bus driver, putting any part of one's body (or that of another individual's body) outside a window, throwing objects anywhere, failure to remain seated, tampering with school bus equipment, lighting matches or a lighter, and possession of contraband on the school bus. (If any of these behaviors are done in a defiant manner, they are addressed by Category B: Behaviors related to School Operations (BSO). Consequences for safety offenses include, but are not limited to:

- a. Student counseling.
- b. Two (2) to five (5) days, suspension off the bus, attendance at a conference with the student, his/her parents/guardians, the principal and the bus driver before the student may return to the bus, and execution of behavior contract.
- c. Attendance at a bus safety class.
- d. A disciplinary hearing at the school level for bus suspensions in excess of ten (10) days, except in the case of certain protected students where cessation of services, excluding transportation and related services, is not permitted.
- e. Appropriate notification of legal authorities.

- **Possession or Use of Tobacco or Tobacco Products** *(See Category D: Behaviors of a Safety Concern, BSC)*
- **Possession or Use of Illegal Drugs or Alcohol** *(See Category E: Behaviors that Endanger Self or Others, BESO)*
- **Distribution or Sale of Alcohol or Illegal Drugs or Possession with Intent to sell or distribute** *(See Category D: Behaviors of a Safety Concern (BSC)*
- **Possession or Use of Medication and Prescription Drugs** *(See Category E: Behaviors that Endanger Self or Others, BESO)*
- **Sexual Assault and Harassment** *(See Category E: Behaviors that Endanger Self or Others, BESO)*
- **Visual and Audio Recording Devices** *(See Category B: Behaviors related to School Operations, BSO)*

Many school buses are now equipped with visual and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an additional tool to assist the driver and administration in managing student behavior on school buses, in order to provide safe and nurturing environment.

# TITLE IX

## What is Title IX?

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment, sexual violence and gender-based harassment) in education programs and activities that receive federal financial assistance. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

## What does it mean?

Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX. Schools are prohibited from restricting admission or participation in activities based on sex. In terms of sports, male and female students must have equal opportunities for participation. Title IX information provided here applies to all Richmond Public Schools sites, activities and programs. All school divisions and colleges receive some sort of federal funding, so this applies to everyone.

## Why is Title IX important?

Office of Civil Rights (OCR) issued a "Dear Colleague" letter as well as a 46-page Question and Answer document regarding how programs that receive federal funds should respond to a complaint of discrimination and/or sexual violence in violation of Title IX.

## RPS TITLE IX REPORTING PROCESS



Updated 11/10/2017

**Richmond Public Schools**  
Title IX Coordinator  
301 North Ninth Street, 17<sup>th</sup> Floor  
Richmond, VA 23219  
Phone: 804.780.7686  
[www.rvaschools.net/titleix](http://www.rvaschools.net/titleix)



# DEFINING THE “RPS Way” FOR RESTORATIVE PRACTICES

## What are “restorative practices?”

Restorative practices are intentional ways that school leaders, teachers, staff, and students establish healthy relationships in order to build community within a school. Restorative Practices promote dignity, equity, and mutual respect, and can also be used to repair harm within the school community, when necessary.

## How do restorative practices fit into Dreams4RPS?

Implementing restorative practices in our schools is critical to achieving Priority 3 of Dreams4RPS: *Safe and Loving School Cultures*. When fully embedded into the RPS culture, these practices will help increase attendance, reduce suspensions, and enhance learning. In doing so, we believe they will also enhance staff satisfaction.

## What exactly are we hoping to achieve in Phase I of our restorative practice work?

To start, we are going to focus on two practices:

- **Community Circles.** Community Circles are regular meetings of a small group of students with an adult facilitator (administrator, teacher, support staff member, coach, etc.). The meetings use intentional protocols designed to create a safe and nurturing space for all students. Topics for the meetings can vary: from simply checking in on how students are feeling that particular day to exploring a particular topic (e.g., an incident that recently occurred at the school). In short, Community Circles are intended to ensure that all students have a core group of peers and at least one adult at the school with whom they have open, positive, and affirming relationships. Mindfulness practices are often incorporated into Community Circles to help students be more present and open during the conversations.
- **Healing Circles.** Healing Circles are designed to provide individuals who have caused harm with the opportunity to acknowledge the pain they have caused, accept responsibility for it, and commit to next steps required for healing broken trust within the community. Healing Circles use intentional protocols and are led by specially trained personnel in each school. Our long-term vision is that Healing Circles would be held in a mindfulness room at every RPS school. Such rooms would also be available for students, teachers, and staff to use for de-escalation and emotional self-regulation. Note: Healing Circles are not a substitute for suspensions or other consequences. They are intended to repair the harm caused by an individual in the community to increase the chance that such harm will not occur again.

# Defining the “RPS Way” for Trauma Responsive Practices

## What are “trauma responsive practices?”

Trauma responsive practices are based on the six guiding principles pulled from the Center for Disease Control (CDC), which emphasize: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice and cultural, historical and gender issues. Practices based on these principles are taught and modeled to teaching staff, support staff and administrators.

## How do trauma responsive practices fit into Dreams4RPS?

Implementing trauma responsive practices is critical to achieving Priority 3 of Dreams4RPS: *Safe and Loving School Cultures*. By providing long-term, meaningful training for our educators on the prevalence of and skills necessary to effectively serve students and families facing toxic stress in their lives.

## What have we been working towards in our trauma responsive work?

- Ongoing training for school staff on prevalence of trauma, how the impact of trauma affects learning and behaviors, and impact of vicarious trauma.
- Providing training and coaching to school staff increases trauma responsive classroom practices.
- Increase opportunities for teaching and practicing emotional regulation. It is vital to provide opportunities for students and staff to practice calming strategies throughout their day. These are being taught and practiced through Community Building Circles, calming spaces in classrooms and in buildings, brain breaks throughout the day and through Social and Emotional Learning (SEL) curriculum.
- Provide opportunities for staff to experience stress management and wellness techniques to decrease vicarious trauma.

# STUDENT ATTENDANCE POLICY

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

Maximum Allowable Absences 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).

## Why is Attendance Important?

Section 22.1-254 of the Code of Virginia requires that all school divisions inform parents of compulsory attendance requirements and enforcement procedures within thirty (30) days of the beginning of each school year. Regular school attendance is important to the academic progress of students and contributes to the development of a healthy school environment. For this reason, parents/guardians are expected, and required, to support school attendance policies.

The Richmond Public Schools is expected to undertake several actions in support of attendance monitoring and enforcement:

- Identify and develop a list of all school-age children and youth who are not enrolled in an approved educational program;
- Investigate apparent violations of the compulsory attendance requirements; and
- Enforce attendance requirements.

Under the direction of the Superintendent, school principals, in collaboration with Richmond Public Schools Attendance Officer(s), will enforce compulsory attendance requirements, including failure to attend summer school, when required. Priority attention will be given to non-enrolled children and youth between the ages of 5 and 18. Options for enforcement include the following:

- Filing a Child-In-Need-of-Supervision (CHINS) petition with the juvenile court.
- Filing criminal charges (Class 3 misdemeanor) against the parents/guardians of truant or non-enrolled students.
- Enforcing compulsory attendance requirements during the summer session if the superintendent determines that such attendance is necessary for the student(s) to be promoted, pass the Standards of Learning (SOL) tests, or otherwise achieve appropriately in school.

In addition to these enforcement options, the Richmond Public Schools is required to report all Temporary Assistance for Needy Families' (TANF) recipients violating compulsory school attendance and truancy provisions to the Department of Social Services for further investigation and a potential reduction in benefits.

Please make your family members aware of these requirements. It is important that we all work together in fostering regular school attendance, which is critical to student success. Please contact your child's school if you have any questions.

## Under What Circumstances May Older Students Attend School?

As a general rule, a person who has reached twenty (20) years of age, on or before August 1 of the school year, shall be permitted to attend school only with special permission of the Superintendent. The School Board, in its discretion, may charge tuition to such students.

The School Board may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth (12th) birthday, and who have not reached twenty-two (22) years of age on or before August 1 of the school year. No tuition shall be charged to such students if state funding is provided for such programs.

Students with disabilities who are in need of special education and related services (1) whose second birthday falls on or before September 30 and have not reached their twenty-second (22nd) birthday on or before September 30; and (2) have not already graduated with a standard or advanced studies diploma, shall be eligible to attend school free of charge.

## What are Excused Absences?

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:



- Personal Illness: If over three (3) days, the school will require a note from the doctor.
- Personal court appearance.
- Death in the family (mother, father, spouse, son, daughter, sister, brother, grandparent, aunt, uncle, nephew, or niece).
- Religious holidays regularly observed by the student.
- Extenuating circumstances, as approved by the school administration.

### **When are Students Considered Present Although Not in School?**

Students are considered present when participating in field trips, athletic events, student government activities, and other functions sanctioned by the school. The students are marked present on all school records.

### **Tardiness/Leaving School without Permission**

Truancy is usually a symptom of personal or family problems. The school division will make a reasonable effort to help resolve the underlying problems that affect the student's regular attendance. Referrals to outside agencies and other departments in Richmond Public Schools will be utilized to assist in resolving and reducing truancy.

- Tardiness / Early Dismissal - Students must arrive on time and be picked up at the scheduled dismissal time. Tardiness and early dismissals may be considered excused for the same reasons as listed for absences. For the purposes of this policy, the student must be more than thirty (30) minutes late to school, or leave thirty (30) minutes early, without an excuse approved by the principal or his/her designee. Students attending schools outside of their neighborhood zones with special permission where parents/guardians are responsible for providing transportation) will be required to attend school on a regular basis or be withdrawn from the school by notifying the parents/guardians and Office of Pupil Personnel Services. Provisions of the Compulsory School Law of Virginia are in effect for all schools.
- Leaving school without permission - Once a student arrives on school property, he/she may not leave without administrative permission.

### **Parental Responsibilities**

- 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.
- Parents/guardians may request approval of absences by filing a request in advance with the principal or designee. Such requests will be signed by the principal or designee and returned to the parents/guardians. A copy will be filed for reference.

### **Can Make-up Work Be Requested?**

For excused absences and unexcused absences, parents/students are required to request make-up work upon returning to school. Teachers shall assign and schedule appropriate make-up work, which shall be completed within five (5) days of the student's return from absences. Make-up work assigned, but not completed within the established time period, shall be recorded as a failing grade for the assignment unless an extension is granted by the teacher.

Teachers will supply make-up work for excused absences. It is the responsibility of parents/guardians to request make-up work for unexcused absences. Students who are suspended from school shall receive and complete all academic assignments (classwork and homework) during the period of suspension and submit the completed work to his/her classroom teacher(s) upon return to school.

**Note:** *Parents/guardians and students must understand that certain subject matter cannot be assigned as make-up work to be completed out of class, especially if the student is absent when certain concepts are taught.*

### **What is the School's Responsibility When a Student is absent?**

The Code of Virginia requires that, "Every teacher in every school in the Commonwealth shall keep an accurate daily record of attendance of all children..." The student attendance card and the teacher's class record are the official records of student absences.

The school will contact the parents/guardians home on each day of a student's absence from school. If a student accumulates four (4) unexcused absences, written notification will be sent to the parents/guardians. If a student accumulates five (5) unexcused absences, the principal or his designee shall make a reasonable effort to ensure that direct contact is made with the parents/guardians, either in person or through telephone conversation, by the attendance officer to obtain an explanation of the student's absence and to explain to the parents/guardians the consequences of continued absences. The school principal or his or her designed, such as an attendance officer, the student and the student's parents/guardians, shall jointly develop a plan to resolve the student's nonattendance. Such plan shall include documentation of the reason for the student's absences.

If the pupil is absent for more than one additional day after direct contact with the pupil's parent, and school personnel have received no indication that the pupil's parent is aware of and supports the pupil's absence, the school principal or his designee shall schedule a conference with the pupil, his parent, and school personnel. Such conference may include the attendance officer and other community



service providers to resolve issues related to the pupil's nonattendance. The conference shall be held no later than 10 school days after the tenth absence of the pupil, regardless of whether his parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or his designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and his parent within 10 school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in § 16.1-228 or (ii) institute 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 to comply with the provisions of this section. In the event that both parents have been awarded joint physical custody pursuant to § 20-124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

### **Waiver of Attendance Policy**

Under certain conditions, a waiver of these attendance policies may be considered by the division superintendent. The student and his parent or legal guardian may request, and the division superintendent or his/her designee may grant, a waiver for the following reason(s): (1) medical hardship (condition whereby a student could not attend as certified by a licensed physician) (2) other very unique circumstances, as determined by the division superintendent or his designee. The request for a waiver shall be made in writing to the division superintendent and may be made at any time during the school year once absences exceed the allowed amount. The request shall include (a) the total number of student absences, (b) an explanation of the medical hardship or other very unique circumstances, (c) verification that make-up work was completed.

## **RICHMOND PUBLIC SCHOOLS INTERNET ACCEPTABLE USE PROCEDURES**

Appropriate student use of the Internet is addressed in the SCORE. This standard recognizes the role of students as responsible users of the Internet and the resources that are provided. Students in Richmond Public Schools will be provided access to the Internet for educational purposes. They will not be provided with individual electronic mail accounts or unsupervised access to other tools for utilizing the Internet. As such, the SCORE shall serve as the definitive guide for acceptable uses of the Internet in the Richmond Public Schools. If you have questions about accessing the Internet, contact your school administrator. The information below is provided for faculty and administration as a supplement to share with students in preparation for their use of the Internet.

### **Richmond Public Schools Instructional Use of the Internet**

RPS students will follow a structured approach to gaining skills that will allow them to become independent, responsible users of the Internet. This approach addresses Internet use based on an age and topic appropriate standpoint.

In elementary schools (K-5), faculty will actively supervise student use of the Internet. Students will access Internet resources their teacher has previously explored and selected. Faculty will make every effort to ensure that students are only directed to sites that are age and topic appropriate.

### **Richmond Public Schools Internet Acceptable Use Procedures**

The intent of the RPS Internet Acceptable Use Procedures is to ensure that all users involving access to Internet resources are consistent with RPS' stated mission and goals and SCORE. With this opportunity, comes the responsibility for appropriate use. It is expected that all division computers accessing the Internet be used in a responsible, efficient, ethical and legal manner.

RPS will provide access to the Internet for all students, faculty, and administration. Student acceptance of these procedures is guided by their incorporation into the SCORE. Faculty, administration, and students must acknowledge acceptance of these procedures prior to being provided individual accounts for accessing Internet resources.

The use of Internet resources is a privilege, not a right. Inappropriate Internet use will result in the cancellation of those privileges and/or disciplinary action by school officials. All activities by all persons while using the Internet in Richmond Public Schools must be in support of education and research, and be consistent with the educational objectives of Richmond Public Schools. All persons accessing the Internet from a school site are responsible for all on-line activities that occur through that access. When using another organization's network or computing resources, all persons must comply with the rules appropriate for that network.

## Acceptable Uses

The following actions, which are not exhaustive, constitute acceptable use of the Internet, whether that use is initiated from a school or any other site:

1. Research assigned classroom projects.
2. Send electronic mail to other users.
3. Access and exchange information.
4. Use the Internet solely for educational purposes.

## Legal Propriety

1. Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not a defense and does not provide you with any type of immunity. If you are unsure about downloading any material, ask a teacher or administrator before taking action.
2. Plagiarism is a violation of the SCORE. Cite all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
3. Use or possession of hacking software is strictly prohibited and violators will be subject to Richmond Public Schools' SCORE. Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action by Richmond Public Schools.

## Unacceptable Uses

The following actions, which are not exhaustive, constitute unacceptable use of the Internet, whether that use is initiated from a school or any other site:

1. Using impolite, abusive, inappropriate, and/or otherwise objectionable language in either public or private messages.
2. Using the Internet in ways that violate federal, state, or local laws or statutes.
3. Using the Internet at school for non-school related activities.
4. Sending messages that are likely to result in the loss of the recipient's work or systems.
5. Sending chain letters or pyramid schemes to lists or individuals, and any other types of use that would cause network congestion or otherwise interfere with the work of others.
6. Using the Internet for commercial purposes.
7. Using the Internet for political lobbying.
8. Changing any computer file that does not belong to the user.
9. Posting, sending or receiving copyrighted materials without permission.
10. Knowingly providing another person's password to others.
11. Using another person's password.
12. Using Internet access for sending, retrieving, creating, and/or viewing pornographic material.
13. Posting inappropriate text files or files that are dangerous to the integrity of any network.
14. Circumventing security measures on school computers, remote computers or networks.
15. Attempting to gain access to another's resources, programs, or data.
16. Vandalizing, which is defined as any malicious attempt to harm or destroy data of another user on the Internet, and includes the uploading or creation of computer viruses.
17. Falsifying one's identity to others while using the Internet.

Richmond Public Schools uses a technology tool known as Gaggle at the elementary, middle and high school levels to support the division in maintaining safe online learning environments for all students. Gaggle is a technology scanning tool that monitors and reviews student Google files, 24-7, for inappropriate images and content.

Gaggle alerts support student development in the appropriate use of educational technology and Chromebooks.

- Alerts involving inappropriate content or images, threats of self-harm or threats to others will be reported to school administrative and central office team members, who will contact parents directly. Imminent threats to safety and well-being will be reported to appropriate emergency personnel to provide support.
- Alerts concerning sexual images or video of minors will be reported by Gaggle to school administrators, local law enforcement and the National Center for Missing and Exploited Children in order to ensure student safety.

All school rules apply to the content on a student's Google Drive. Students are encouraged to review what pictures and movies are stored. If a student connects a cell phone to the Chromebook and allows the phone to upload pictures and movies, they can be held accountable for inappropriate material.

# GLOSSARY

| OFFENSE   | DEFINITION  |
|---|---|
| <b>Alcohol</b>  | Violating laws or ordinances, prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.   |
| <b>Altercation</b>  | Confrontation, tussle or verbal / physical aggression that does not result in injury.   |
| <b>Arson</b><br>(Actual / Attempted)  | Unlawfully and intentionally damaging or attempting to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.   |
| <b>Assault / Battery with Firearm or Other Weapon Against Staff</b>                       | An actual offensive, forceful, violent and intentional touching or striking of a staff member against his/her will that intentionally causes bodily harm through the use of a firearm or other weapon.  |
| <b>Assault / Battery with No Firearm or Weapon Against Staff</b>                          | An actual offensive and intentional attack of a staff member that intentionally causes bodily harm without the use of a firearm or weapon.  |
| <b>Assault / Battery with Firearm or Other Weapon Against Student</b>                     | An actual offensive, forceful, violent and intentional touching or striking of a student against his/her will, or mutual participation in a fight that intentionally causes bodily harm through the use of a firearm or other weapon.   |
| <b>Assault / Battery with No Firearm or Weapon Against Student</b>                        | An actual offensive and intentional touching or striking of a student against his/her will or mutual participation in a fight that intentionally causes bodily harm without the use of a firearm or weapon.   |
| <b>Assault / Battery Malicious Wounding Without a Weapon</b>                              | Maliciously causing bodily injury to a person (without a weapon) with the intent to maim, disfigure, disable, or kill.  |
| <b>Assault/Battery Without Bodily Injury</b>  | The assault or the assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school sponsored event.   |
| <b>Breaking and Entering</b><br>(Burglary)  | Unlawfully entering or attempting to enter a building or other structure with the intent to commit a crime.   |
| <b>Battery</b>  | Any bodily attack, however slight, done to another person in an angry, rude or vengeful manner.   |
| <b>Bullying</b>   | Section § 22.1-276.01 of the Code 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. This includes cyberbullying. It does not include ordinary teasing, horseplay, argument, or peer conflict. School boards are expected to include bullying as a prohibited behavior in their student code of conduct. |
| <b>Confiscation</b>   | To hold and/or take away a student's belongings in an effort to reduce/limit distractions in the school setting.  |
| <b>Disorderly Conduct / Insubordinate</b>   | Unwillingness to submit to authority or refusal to respond to any reasonable request. Any act that intentionally disrupts the orderly conduct of a school function. Any behavior that substantially disrupts the orderly learning environment.  |
| <b>Disruptive Conduct</b>   | Conduct that interrupts or obstructs the learning environment. The related offense of disorderly conduct is defined as involving the intent to cause public inconvenience, an annoyance or alarm, or recklessly creating risk.  |
| <b>Dress or Grooming Code</b>   | Means any practice, policy, or portion of a code of student conduct adopted by a school board that governs or restricts the attire, appearance, or grooming, including hairstyle, of any enrolled student.  |
| <b>Drug Violation Schedule I &amp; II</b><br>(Anabolic Steroid, Marijuana Use/Possession) | Violation of laws or ordinances prohibiting the manufacture, transportation, possession or consumption of marijuana, Schedule I & II drugs, and anabolic steroid use. Suspicion of being under the influence of marijuana may be included if it results in disciplinary actions   |

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| <b>Drug Violation Look-alikes Use/ Possession</b>  | Unlawfully using, cultivating, manufacturing, purchasing, possessing, transporting, or importing any substances represented as a drug look-alike.  |
| <b>Drug Violation Inhalants</b>  | Unlawfully using, cultivating, manufacturing, purchasing, possessing, transporting, or importing any inhalants.  |
| <b>Drug Violations Prescription</b><br><i>(Theft / Attempted Theft)</i>  | Unlawfully possessing or attempting to take possession of drugs prescribed for another.  |
| <b>Drug Violation Schedule I &amp; II</b><br><i>(Anabolic Steroid, Marijuana Sale / Distribution)</i>              | Unlawfully possessing with intent to distribute, sell, or solicit any Schedule I or II drug, marijuana, or anabolic steroid.   |
| <b>Drug Violations Schedule III – VI</b><br><i>(Use, Possession, Sale, Distribution, Paraphernalia Possession)</i> | Unlawfully using or possessing with intent to distribute, selling or soliciting any controlled drug or narcotic substance not specified in previous drug categories. Having equipment (paraphernalia), which can be used for consuming illegal drugs, in one's pocket, bag, car or locker.   |
| <b>Drug Violations Over-the- Counter</b><br><i>(Use/Possession/Distribution)</i>                                   | Unlawful use, distribution, sale, solicitation, purchase, possession, transportation or importation of over-the-counter medication.  |
| <b>Electronic Cigarettes</b>   | Possessing, using, distributing, or selling electronic cigarettes or paraphernalia on school grounds, at school sponsored events, and/or while on school transportation.   |
| <b>Electronic Devices</b>  | Using electronic devices that are deemed inappropriate in an educational setting.  |
| <b>Extortion</b>   | Unlawfully obtaining or attempting to obtain something of value from another by compelling that person to deliver it by the threat of eventual physical injury and/or other harm to that person or that person's property.   |
| <b>Fighting with No Injury or Minor Injury</b>   | Mutual participation in a fight involving physical violence where injuries are minor or not present. Injuries may include, but are not limited to, the following: body scrape(s) or minor bruising.  |
| <b>Gambling</b>  | Making, placing, or receipt of any monetary bet or wager of any other item of value, made in exchanged for a chance to win a prize, stake or other consideration or thing of value.  |
| <b>Gang Activity</b>   | Gang means any ongoing organization, association, or group of three or more persons, whether formal or informal, that has as one of its primary objectives or activities to commit one or more criminal activities or non-criminal (i) which has as one of its primary objectives or activities the commission of one or more activities, (ii) which has an identifiable name or identifying sign or symbol, and (iii) whose members individually or collectively have engaged in the commission of, attempt to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of a common act or transaction." This includes articles of clothing that symbolize association, rituals, or activities identified by groups of students. |
| <b>Harassment Non-Sexual</b><br><i>(Physical, Verbal or Psychological)</i>   | Repeatedly annoying or attacking a student, a group of students, or other personnel, which creates an intimidating or hostile educational or work environment.   |
| <b>Hazing</b>  | Committing an act(s) against a student or coercing a student to commit an act(s) that creates risk of harm to a person in order to be initiated into a student organization, team, or class.   |
| <b>Homicide Against Staff with Firearm</b>   | Any death of a staff member resulting from the use of a firearm (other than accidentally self-inflicted or suicide).   |
| <b>Homicide Against Student With Firearm</b>   | Any death of a student resulting from the use of a firearm (other than accidentally self-inflicted or suicide).  |
| <b>Homicide Against Staff With Other Weapon</b>  | Any death of a staff member resulting from the use of a weapon (other than accidentally self-inflicted or suicide).  |
| <b>Homicide Against Staff With Other Weapon</b>  | Any death of a student resulting from the use of a weapon (other than accidentally self-inflicted or suicide).   |
| <b>Inciting a Riot</b>   | Unlawful use of force or violence that seriously jeopardizes the public safety, peace, or order. Three or more people acting together.   |
| <b>Kidnapping</b>  | Unlawfully seizing, transporting, and/or detaining a person against his/her will, or a minor without the consent of his/her custodial parent(s) or legal guardian. This category includes hostage-taking.  |

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| <b>Other Violations</b>  | Violations that are inappropriate for school behavior.  |
| <b>Restitution</b>   | Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.   |
| <b>Robbery</b>   | Taking, or attempting to take, anything of value owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.  |
| <b>Stalking</b>  | Engaging in conduct directed at another person with the intent to place that person in reasonable fear of death, criminal sexual assault, or bodily injury.   |
| <b>Sexual Assault</b>  | Sexual abuse of an individual by the use of force, by threat, or use of intimidation.   |
| <b>Sexual Harassment</b>   | Unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.  |
| <b>Sexual Battery Against Staff</b>  | Sexual battery against a staff member involves an offensive or intentional threat, intimidation or ruse or physical helplessness of sexual abuse. Sexual battery is a Class I misdemeanor.  |
| <b>Sexual Battery Against Student</b>                                      | Sexual battery against a student member involves an offensive or intentional threat, intimidation or ruse or physical helplessness of sexual abuse. Sexual battery is a Class I misdemeanor.  |
| <b>Sexual Offenses Against Staff</b>                                       | Non-consensual sexual penetration (e.g. oral, anal or vaginal) against a staff member.  |
| <b>Forcible Assault Sexual Offenses Against Student</b>                    | Forcible Assault Sexual Offenses Against Staff also includes statutory rape, which is defined as sexual penetration with or without the consent of a minor.   |
| <b>Attempted Forcible Assault</b>  | Attempted sexual penetration (e.g., oral, anal, or vaginal) against a student without consent, including statutory rape, or sexual penetration with or without the minor's consent.   |
| <b>Sexual Offenses Against Students</b>                                    | Lewd behavior, indecent exposure that includes sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force or threat. Consider age, developmentally appropriate behavior, and disability status before using this category.  |
| <b>Sexual Offense - Offensive Touching Against Staff</b>                   | Improper physical contact against staff that is offensive, undesirable, and/or unwanted as determined by the victim.  |
| <b>Sexual Offense - Offensive Touching</b>                                 | Improper physical contact against a student that is offensive, undesirable, and/or unwanted as determined by the victim.  |
| <b>School Threat Bomb Threat</b><br><i>(Threat of Destruction or Harm)</i> | Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to school building or school property, or harming students or staff. Intentionally making a false report of potential harm from dangerous chemicals or biological agents.              |
| <b>Technology Use</b> <i>(Violations/Use)</i>                              | Unauthorized violations of technology use according to the Acceptable Usage Policy.   |
| <b>Threat/Intimidation Against Staff</b>                                   | Unlawfully placing a staff member in fear of bodily harm through physical, verbal, written or electronic threats that immediately creates fear of harm without displaying a weapon or subjecting the person to an actual physical attack. Consider age, developmentally appropriate behavior, and disability status before using this category. |
| <b>Threat / Intimidation Against Student</b>                               | Unlawfully placing a student in fear of bodily harm through physical, verbal, written or electronic threats without displaying a weapon or subjecting the person to an actual physical attack. Consider the age, developmentally appropriate behavior, and disability status before using this category.  |
| <b>Theft Offenses</b> <i>(No Force)</i>                                    | Unlawfully taking, carrying, leading, or riding away property from the possession of another person. May include pocket picking, purse snatching, theft from building, theft of electronic data, theft from motor vehicles, or theft from coin-operated machines.   |
| <b>Theft Offense of a Motor Vehicle</b>                                    | Unlawfully taking, carrying, leading, or riding away a motor vehicle or the attempted theft of a motor vehicle. This category includes theft of a car, truck, motorcycle, dune buggy, snowmobile, RV, or anything that is self-propelled.   |

**Tobacco** (*Use, Possession, Sale, Distribution, Promotion*)

Possessing, using, distributing, promoting or selling tobacco products or imitation tobacco products, including smokeless tobacco, on school grounds, at school sponsored events, and/or on school transportation.

**Tobacco Paraphernalia**

Bringing tobacco paraphernalia to school or to a school event.

**Trespassing**

Entering or remaining on a public-school campus or school board facility without authorization or invitation and without lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave.

**Vandalism**

Willfully and/or maliciously destroying, damaging, or defacing public or private property without the consent of the owner or person having custody or control of the property. This category includes graffiti.

**Weapons (1) Firearm Handgun / Pistol**

Possession or bringing a handgun/pistol to school or to a school-sponsored event.

**Weapons (2) Firearm Shotgun / Rifle**

Possessing or bringing a rifle/shotgun to school or a school-sponsored event.

**Weapon (3) Expels or a Projectile**

Possessing or bringing to school or a school-sponsored event any weapon designed to expel a projectile or that may readily be converted or modified manufactured guns to expel a projectile by the action of an explosive device.

**Weapon (4) Knife**

Possessing or bringing to school or a school-sponsored event any sharp-edged instrument that is classified as a knife with a blade of three inches or more.

**Weapon (5) Other Firearms**

Possessing or bringing any other weapon to school or a school event that is designed to expel a projectile by the action of an explosive. This includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to a zip or starter gun.

**Weapon (6) Other Weapon**

Possessing or bringing any weapon, instrument, or object to school or to a school event that may inflict harm on another person. (i.e., golf club, baseball bat, chains, nunchakus, or batons/nightsticks/Billy clubs)

**Pneumatic Weapon**  
(*BB Gun*)

Possessing or bringing any pneumatic gun or air powered rifle to school or a school event. A pneumatic gun or rifle includes BB, paintball and pellet guns.

**Possession of Explosive Device**

Possessing or representing any weapon that explodes or designed to or may readily be converted to explode.

**Use of Bomb or Explosive Device**

Using any weapon that is designed to explode with the use of a triggering device or by a chemical reaction that causes an explosion.

**Possession of Ammunition**

Possession of any type of ammunition. Ammunition means ammunition or cartridges, cases, primers, bullets, or propellant powder designed for use in any firearm.

**Weapon / Look-alike**

Any device that looks like a real gun or that is a toy gun (i.e., water pistols). This category also includes look-alike weapons.

**Weapon / Chemical Substance**

Possessing or bringing to school or a school-sponsored event any substance used as a weapon. Substances include mace, tear gas, and pepper spray.

**Possible Weapons**

Possessing a knife that is less than three inches, razor blades, box cutters, fireworks, firecrackers, or stink bombs at school or a school event.

**Possession of Taser Gun**

Possessing or bringing any mechanism that is designed to emit an electronic, magnetic or another charge or shock through the use of a projectile and used for the purpose of temporary incapacitating a person.

**Possession of Stun Gun**

Possessing or bringing any mechanism that is designed to emit an electronic, magnetic or another charge that exceeds the equivalency of five milliamp 60 hertz shock and used for the purpose of temporarily incapacitating a person.



## FREQUENTLY DIALED NUMBERS

|  |                                  |
|--|----------------------------------|
| General Information                      | 804-780-7710                     |
| Department of Curriculum and Instruction | 804-780-7751                     |
| Department of Pupil Transportation       | 804-674-1234                     |
| Exceptional Education                    | 804-780-7911                     |
| Culture, Climate and Student Services    | 804-780-6070                     |
| Health Services                          | 804-780-7801                     |
| Hearing Office                           | 804-780-7808                     |
| Social Work Services                     | 804-780-7850                     |
| School Board Office                      | 804-780-7716 / FAX: 804-780-8133 |



## SCHOOL BOARD MEMBERS

|            |                          |                                |
|------------|--------------------------|--------------------------------|
| DISTRICT 5 | Stephanie Rizzi, Chair   | <i>srizzi@rvaschools.net</i>   |
| DISTRICT 7 | Cheryl Burke, Vice Chair | <i>cburke2@rvaschools.net</i>  |
| DISTRICT 1 | Elizabeth Doerr          | <i>edoerr@rvaschools.net</i>   |
| DISTRICT 2 | Mariah White             | <i>mwhite4@rvaschools.net</i>  |
| DISTRICT 3 | Kenya Gibson             | <i>kgibson@rvaschools.net</i>  |
| DISTRICT 4 | Jonathan Young           | <i>Jyoung7@rvaschools.net</i>  |
| DISTRICT 6 | Shonda Harris-Muhammed   | <i>smuhamme@rvaschools.net</i> |
| DISTRICT 8 | Dawn Page                | <i>dpage@rvaschools.net</i>    |
| DISTRICT 9 | Nicole Jones             | <i>njones6@rvaschools.net</i>  |





# 2023-24 School Year Calendar

## 2023-24 SCHOOL YEAR DATES

|                                      |   |
|--------------------------------------|---|
| <b>July 4</b> .....                  | Independence Day (RPS Closed)   |
| <b>August 9-11</b> .....             | Orientation for New-to-RPS Teachers   |
| <b>August 14</b> .....               | School-Based Professional Learning Day<br>(1st Day for Staff)                       |
| <b>August 15</b> .....               | Teacher Planning Day  |
| <b>August 16</b> .....               | Division-wide Professional Learning Day   |
| <b>August 17</b> .....               | Teacher Planning Day  |
| <b>August 18</b> .....               | School-Based Professional Learning<br>& Teacher Planning Day                        |
| <b>August 21</b> .....               | First Day of School   |
| <b>September 1-4</b> .....           | Labor Day (RPS Closed)  |
| <b>September 25</b> .....            | Yom Kippur (RPS Closed)   |
| <b>October 25</b> .....              | End of First Quarter  |
| <b>November 7</b> .....              | Caregiver/Teacher Conferences<br>(Schools Closed for Students)                      |
| <b>November 13</b> .....             | Diwali (RPS Closed)   |
| <b>November 22-24</b> .....          | Thanksgiving Break  |
| <b>December 25 - January 5</b> ..... | Winter Break<br>(Schools closed, see * for 12-month staff holidays)                 |
| <b>January 15</b> .....              | Martin Luther King, Jr. Day (RPS Closed)  |
| <b>January 19</b> .....              | 2-Hour Early Release & Teacher Planning Day<br>End of Second Quarter/First Semester |
| <b>February 19</b> .....             | President's Day (RPS Closed)  |
| <b>March 21</b> .....                | End of Third Quarter  |
| <b>March 22</b> .....                | 2-Hour Early Release & Caregiver/<br>Teacher Conferences                            |
| <b>April 1-5</b> .....               | Spring Break (No Classes)   |
| <b>April 10</b> .....                | Eid al-Fitr (RPS Closed)  |
| <b>May 27</b> .....                  | Memorial Day (RPS Closed)   |
| <b>May 31</b> .....                  | Last Day of School  |
| <b>June 19</b> .....                 | Juneteenth (RPS Closed)   |

## COLOR LEGEND

REGULAR SCHOOL DAYS

QUARTER & SEMESTER BEGINNING AND END DATES

HOLIDAYS AND BREAKS

\*12-MONTH EMPLOYEES OFF FOR HOLIDAYS & BREAKS

SUMMER FRIDAYS SCHEDULE FOR DESIGNATED STAFF

PROFESSIONAL LEARNING DAYS (SCHOOLS CLOSED FOR STUDENTS)

TEACHER PLANNING DAYS (SCHOOLS CLOSED FOR STUDENTS)

CAREGIVER/TEACHER CONFERENCE DAYS (SCHOOLS CLOSED FOR STUDENTS)

View meetings and other important updates on  
[rvaschools.net/news](https://rvaschools.net/news).

### July 2023

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4* | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

### August 2023

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

### September 2023

| S  | M   | T  | W  | T  | F  | S  |
|----|-----|----|----|----|----|----|
|    |     |    |    |    | 1* | 2  |
| 3  | 4*  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11  | 12 | 13 | 14 | 15 | 16 |
| 17 | 18  | 19 | 20 | 21 | 22 | 23 |
| 24 | 25* | 26 | 27 | 28 | 29 | 30 |

### October 2023

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

### November 2023

| S  | M   | T  | W   | T   | F   | S  |
|----|-----|----|-----|-----|-----|----|
|    |     |    | 1   | 2   | 3   | 4  |
| 5  | 6   | 7  | 8   | 9   | 10  | 11 |
| 12 | 13* | 14 | 15  | 16  | 17  | 18 |
| 19 | 20  | 21 | 22* | 23* | 24* | 25 |
| 26 | 27  | 28 | 29  | 30  |     |    |

### December 2023

| S  | M   | T   | W  | T  | F  | S  |
|----|-----|-----|----|----|----|----|
|    |     |     |    |    | 1  | 2  |
| 3  | 4   | 5   | 6  | 7  | 8  | 9  |
| 10 | 11  | 12  | 13 | 14 | 15 | 16 |
| 17 | 18  | 19  | 20 | 21 | 22 | 23 |
| 24 | 25* | 26* | 27 | 28 | 29 | 30 |

### January 2024

| S  | M   | T  | W  | T  | F  | S  |
|----|-----|----|----|----|----|----|
| 31 | 1*  | 2* | 3  | 4  | 5  | 6  |
| 7  | 8   | 9  | 10 | 11 | 12 | 13 |
| 14 | 15* | 16 | 17 | 18 | 19 | 20 |
| 21 | 22  | 23 | 24 | 25 | 26 | 27 |
| 28 | 29  | 30 | 31 |    |    |    |

### February 2024

| S  | M   | T  | W  | T  | F  | S  |
|----|-----|----|----|----|----|----|
|    |     |    |    | 1  | 2  | 3  |
| 4  | 5   | 6  | 7  | 8  | 9  | 10 |
| 11 | 12  | 13 | 14 | 15 | 16 | 17 |
| 18 | 19* | 20 | 21 | 22 | 23 | 24 |
| 25 | 26  | 27 | 28 | 29 |    |    |

### March 2024

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### April 2024

| S  | M  | T  | W   | T  | F  | S  |
|----|----|----|-----|----|----|----|
| 31 | 1* | 2  | 3   | 4  | 5* | 6  |
| 7  | 8  | 9  | 10* | 11 | 12 | 13 |
| 14 | 15 | 16 | 17  | 18 | 19 | 20 |
| 21 | 22 | 23 | 24  | 25 | 26 | 27 |
| 28 | 29 | 30 |     |    |    |    |

### May 2024

| S  | M   | T  | W  | T  | F  | S  |
|----|-----|----|----|----|----|----|
|    |     |    | 1  | 2  | 3  | 4  |
| 5  | 6   | 7  | 8  | 9  | 10 | 11 |
| 12 | 13  | 14 | 15 | 16 | 17 | 18 |
| 19 | 20  | 21 | 22 | 23 | 24 | 25 |
| 26 | 27* | 28 | 29 | 30 | 31 |    |

### June 2024

| S  | M  | T  | W   | T  | F  | S  |
|----|----|----|-----|----|----|----|
|    |    |    |     |    |    | 1  |
| 2  | 3  | 4  | 5   | 6  | 7  | 8  |
| 9  | 10 | 11 | 12  | 13 | 14 | 15 |
| 16 | 17 | 18 | 19* | 20 | 21 | 22 |
| 23 | 24 | 25 | 26  | 27 | 28 | 29 |



# 2023-24 School Year Calendar

*Only for Cardinal Elementary School and  
Fairfield Court Elementary School*

## 2023-24 SCHOOL YEAR DATES

|                                      |   |
|--------------------------------------|---|
| <b>July 4</b> .....                  | Independence Day (RPS Closed)   |
| <b>July 17-21</b> .....              | Professional Learning Days<br>(1st Day for RPS200 Staff)                            |
| <b>July 24</b> .....                 | RPS200 First Day of School  |
| <b>August 9-11</b> .....             | Orientation for New-to-RPS Teachers   |
| <b>September 1-4</b> .....           | Labor Day (RPS Closed)  |
| <b>September 25</b> .....            | Yom Kippur (RPS Closed)   |
| <b>October 25</b> .....              | End of First Quarter  |
| <b>November 7</b> .....              | Caregiver/Teacher Conferences<br>(Schools Closed for Students)                      |
| <b>November 13</b> .....             | Diwali (RPS Closed)   |
| <b>November 22-24</b> .....          | Thanksgiving Break  |
| <b>December 25 - January 5</b> ..... | Winter Break<br>(Schools closed, see * for designated 12-month staff holidays)      |
| <b>January 15</b> .....              | Martin Luther King, Jr. Day (RPS Closed)  |
| <b>January 19</b> .....              | 2-Hour Early Release & Teacher Planning Day<br>End of Second Quarter/First Semester |
| <b>February 19</b> .....             | President's Day (RPS Closed)  |
| <b>March 21</b> .....                | End of Third Quarter  |
| <b>March 22</b> .....                | 2-Hour Early Release & Caregiver/<br>Teacher Conferences                            |
| <b>April 1-5</b> .....               | Spring Break (No Classes)   |
| <b>April 10</b> .....                | Eid al-Fitr (RPS Closed)  |
| <b>May 27</b> .....                  | Memorial Day (RPS Closed)   |
| <b>May 31</b> .....                  | Last Day of School  |
| <b>June 19</b> .....                 | Juneteenth (RPS Closed)   |

## COLOR LEGEND

|   |
|---|
| REGULAR SCHOOL DAYS   |
| QUARTER & SEMESTER BEGINNING AND END DATES                      |
| HOLIDAYS AND BREAKS   |
| *DESIGNATED 12-MONTH EMPLOYEES OFF FOR HOLIDAYS & BREAKS        |
| SUMMER FRIDAYS SCHEDULE FOR DESIGNATED STAFF                    |
| PROFESSIONAL LEARNING DAYS (SCHOOLS CLOSED FOR STUDENTS)        |
| TEACHER PLANNING DAYS (SCHOOLS CLOSED FOR STUDENTS)             |
| CAREGIVER/TEACHER CONFERENCE DAYS (SCHOOLS CLOSED FOR STUDENTS) |

View meetings and other important updates on  
[rvaschools.net/news](https://rvaschools.net/news).

| July 2023 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4* | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        | 31 |    |    |    |    |    |

| August 2023 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    | 1  | 2  | 3  | 4  | 5  |
| 6           | 7  | 8  | 9  | 10 | 11 | 12 |
| 13          | 14 | 15 | 16 | 17 | 18 | 19 |
| 20          | 21 | 22 | 23 | 24 | 25 | 26 |
| 27          | 28 | 29 | 30 | 31 |    |    |

| September 2023 |     |    |    |    |    |    |
|----------------|-----|----|----|----|----|----|
| S              | M   | T  | W  | T  | F  | S  |
|                |     |    |    |    | 1* | 2  |
| 3              | 4*  | 5  | 6  | 7  | 8  | 9  |
| 10             | 11  | 12 | 13 | 14 | 15 | 16 |
| 17             | 18  | 19 | 20 | 21 | 22 | 23 |
| 24             | 25* | 26 | 27 | 28 | 29 | 30 |

| October 2023 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |

| November 2023 |     |    |     |     |     |    |
|---------------|-----|----|-----|-----|-----|----|
| S             | M   | T  | W   | T   | F   | S  |
|               |     |    | 1   | 2   | 3   | 4  |
| 5             | 6   | 7  | 8   | 9   | 10  | 11 |
| 12            | 13* | 14 | 15  | 16  | 17  | 18 |
| 19            | 20  | 21 | 22* | 23* | 24* | 25 |
| 26            | 27  | 28 | 29  | 30  |     |    |

| December 2023 |     |     |    |    |    |    |
|---------------|-----|-----|----|----|----|----|
| S             | M   | T   | W  | T  | F  | S  |
|               |     |     |    |    | 1  | 2  |
| 3             | 4   | 5   | 6  | 7  | 8  | 9  |
| 10            | 11  | 12  | 13 | 14 | 15 | 16 |
| 17            | 18  | 19  | 20 | 21 | 22 | 23 |
| 24            | 25* | 26* | 27 | 28 | 29 | 30 |

| January 2024 |     |    |    |    |    |    |
|--------------|-----|----|----|----|----|----|
| S            | M   | T  | W  | T  | F  | S  |
| 31           | 1*  | 2* | 3  | 4  | 5  | 6  |
| 7            | 8   | 9  | 10 | 11 | 12 | 13 |
| 14           | 15* | 16 | 17 | 18 | 19 | 20 |
| 21           | 22  | 23 | 24 | 25 | 26 | 27 |
| 28           | 29  | 30 | 31 |    |    |    |

| February 2024 |     |    |    |    |    |    |
|---------------|-----|----|----|----|----|----|
| S             | M   | T  | W  | T  | F  | S  |
|               |     |    | 1  | 2  | 3  |    |
| 4             | 5   | 6  | 7  | 8  | 9  | 10 |
| 11            | 12  | 13 | 14 | 15 | 16 | 17 |
| 18            | 19* | 20 | 21 | 22 | 23 | 24 |
| 25            | 26  | 27 | 28 | 29 |    |    |

| March 2024 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |

| April 2024 |    |    |     |    |    |    |
|------------|----|----|-----|----|----|----|
| S          | M  | T  | W   | T  | F  | S  |
| 31         | 1* | 2  | 3   | 4  | 5* | 6  |
| 7          | 8  | 9  | 10* | 11 | 12 | 13 |
| 14         | 15 | 16 | 17  | 18 | 19 | 20 |
| 21         | 22 | 23 | 24  | 25 | 26 | 27 |
| 28         | 29 | 30 |     |    |    |    |

| May 2024 |     |    |    |    |    |    |
|----------|-----|----|----|----|----|----|
| S        | M   | T  | W  | T  | F  | S  |
|          |     |    | 1  | 2  | 3  | 4  |
| 5        | 6   | 7  | 8  | 9  | 10 | 11 |
| 12       | 13  | 14 | 15 | 16 | 17 | 18 |
| 19       | 20  | 21 | 22 | 23 | 24 | 25 |
| 26       | 27* | 28 | 29 | 30 | 31 |    |

| June 2024 |    |    |     |    |    |    |
|-----------|----|----|-----|----|----|----|
| S         | M  | T  | W   | T  | F  | S  |
|           |    |    |     |    |    | 1  |
| 2         | 3  | 4  | 5   | 6  | 7  | 8  |
| 9         | 10 | 11 | 12  | 13 | 14 | 15 |
| 16        | 17 | 18 | 19* | 20 | 21 | 22 |
| 23        | 24 | 25 | 26  | 27 | 28 | 29 |







## PARENTAL RESPONSIBILITY AND INVOLVEMENT & ACKNOWLEDGEMENT OF REVIEW OF THE STUDENT CODE OF RESPONSIBLE ETHICS

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Parents/guardian of students enrolled in Richmond Public Schools have a duty to assist the school in enforcing these Student Code of Responsible Ethics and compulsory school attendance so that each student may be educated in an atmosphere that is free of disruption, free of threats to person or property, and supportive of individual rights.

To that end, Section §22.1-279.3 of the Code of Virginia requires that the parents of each enrolled student shall sign and return a Statement of Parental Responsibility to the school in which their student is enrolled.

### Statement of Parental Responsibility

I, (print your name) \_\_\_\_\_ parent/legal guardian of

\_\_\_\_\_ (print student name) a student enrolled at:

\_\_\_\_\_, acknowledge that I have received the Richmond Public Schools Student Code of Responsible Ethics (SCORE) and a copy of the compulsory attendance law. I understand that I must sign and date this statement and return it to my child's school.

I understand that my acknowledgement of the receipt of the SCORE and the compulsory school attendance law does not waive, and I expressly reserve, any parental rights protected by federal or state constitutions or laws, including my right to appeal suspension or expulsions as provided in §22.1-277.04 and §22.1-277.05 of the Code of Virginia and that I have the right to express disagreement with the school's or school division's policies and/or decisions.

Please review the **Student Code of Responsible Ethics (SCORE)** with your child. The school will discuss the SCORE and the policies and regulations it references as an important part of daily student life, supporting a safe and secure learning environment. There will be periodic reviews of important sections of The Code throughout the year, in particular sections related to:

- **Academic Integrity**
- **Technology Resource Use by Students**
- **Bullying, Cyberbullying, Harassment, Intimidation and Hazing**

It is essential that families and schools work together to ensure that all students meet the high expectations established in the Student Code of Responsibility Ethics. This enables students to succeed in school, at home, and in our community.

**After you have reviewed the Student Code of Responsible Ethics with your child, please sign and return the signed form to the school by August 31, 2023 (or by August 3 for RPS200 schools).**

As the parent/guardian of the above student, I have read and discussed the Student Code of Responsible Ethics with my child and I understand that the policies and regulations, referenced in the SCORE apply to all students, and at all times while on all school division property, including buildings, buses and vehicles.

\_\_\_\_\_  
**Parent/Legal Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

## Acceptable Use

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### Student's Agreement

I have read the information on acceptable uses on pages 40 and 41. If I did not understand the meaning of any part of it, I asked an adult to explain it to me. I agree to follow these rules at all times when I am using RPS equipment and/or the internet. Failure to follow these rules may result in discipline per the SCORE and loss of privileges.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

### Parent or Legal Guardian

My son or daughter, whose name is above, understands the rules that he or she is to follow in using the internet and/or equipment. I have talked to my child to make sure that these rules are understood. I realize that teachers and other school officials will try their best to provide only educationally-sound materials from the internet to my child and that, should objectionable pictures or information accidentally appear, school personnel will take immediate action to correct that situation. I give my permission to Richmond Public Schools for my child to appropriately use the internet and/or equipment.

\_\_\_\_\_  
**Parent/Legal Guardian Signature**

\_\_\_\_\_  
**Date**





A Publication of  
**RICHMOND PUBLIC SCHOOLS**  
Richmond, Virginia

In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of the City of Richmond, the Richmond Public Schools does not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services. The Richmond Public Schools operates equal opportunity and affirmative action programs for students and staff. The Richmond Public Schools is an equal opportunity/affirmative action employer. The School Board also supports equal opportunities and treatment of all individuals regardless of sexual orientation. The Section 504 Coordinator is Dr. Rossi Volley, Director of Exceptional Education, 301 North 9th Street, Richmond, Virginia 23219, (804) 780-7911. The ADA Coordinator for adults is Ms. Betty Stephens, and ADA Coordinator for students is Ms. Takisha White, 301 North 9th Street, Richmond, Virginia 23219, (804) 780-7864. The Title IX Officer is Mrs. Regina Ellis, 301 North 9th Street, Richmond, Virginia 23219, (804) 780-7864/ (804) 780-7867. The United States Department of Education's Office of Civil Rights may also be contacted at 400 Maryland Avenue, SW, Washington, DC 20202, (202) 401-2000 or 1-800-872-5327.

**Jason Kamras, Superintendent**