



Student CORES

Code of Responsibilities, Expectations, & Supports

2025-26



TABLE OF CONTENTS

<i>MESSAGE FROM THE SCHOOL BOARD</i>	2
<i>MESSAGE FROM THE SUPERINTENDENT</i>	3
<i>INTRODUCTION</i>	4
What is the Student Code of Responsibilities, Expectations & Supports (CORES)?	4
To Whom, When and Where is the CORES Applied?	4
Preparing Future Ready Graduates	5
Social-Emotional Learning (SEL)	5
<i>TIERED SYSTEMS OF SUPPORTS</i>	6
What are Tiered Systems of Supports?	6
<i>POSITIVE, PREVENTATIVE, & SUPPORTIVE APPROACHES TO DISCIPLINE</i>	10
Optimistic Mindsets to Promote School Success	10
Switching the Discipline Mindset	11
Universal Best Practices & Strategies for Schools & Classrooms	12
Promoting Positive Student Behavior on School Buses	14
<i>RIGHTS & RESPONSIBILITIES</i>	15
Student Rights & Responsibilities	16
Parent/Guardian Rights & Responsibilities	17
Staff Rights & Responsibilities	18
Search & Seizure	19
Self-Defense	20
<i>STUDENT BEHAVIOR CATEGORIES</i>	21
<i>RESPONSES TO STUDENT BEHAVIORS</i>	40
Leveled Systems of Prevention, Intervention, and Disciplinary Responses	40
Student Behavior Violation Levels – Elementary	42
Student Behavior Violation Levels – Secondary (6-12)	47
Disciplinary Response Guidelines	52
<i>VIOLATIONS & DUE PROCESS PROCEDURES</i>	58
Violations	58
Due Process Procedures	59
<i>GLOSSARY OF TERMS & FORMS</i>	64
Refusal of Permission	69
Acknowledgement of Receipt	71
School Bus/Transportation Conduct Contract	72

**DANVILLE PUBLIC SCHOOLS
BOARD OF EDUCATION**



MESSAGE FROM THE SCHOOL BOARD

Dear Students, Parents/Guardians, and School Personnel:

As we begin the 2025-2026 school year, the top priority of the Danville Public Schools is to ensure that our schools are safe and orderly, and that the learning environment is not disrupted. We are offering many choices for students in order to provide a challenging, exciting, and personalized education. Our goal is for all students to reach their full potential.

All students are expected to attend school regularly to enable them to master the Virginia Standards of Learning (SOLs). State law requires the school division to take affirmative action regarding truant students. If a parent fails to comply with the requirements in the Danville Public Schools' Student CORES, Code of Responsibilities and Expectations and Supports or fails to ensure that his or her child is regularly attending school, the School Board may ask the Juvenile and Domestic Relations Court to proceed against that parent in accordance with the requirements of the law according to the [Code of Virginia §22.1-254](#).

The Danville School Board is committed to maintaining well-disciplined schools. For serious discipline violations, juveniles may be prosecuted as adults. State and federal law provides that possession of a firearm or weapon, or the use of any instrument in a threatening manner, or the possession/use of drugs may result in a mandatory expulsion. We expect students to follow these and other rules and regulations in the Danville Public Schools' Student Code of Responsibilities, Expectations, & Support, which will be fairly and consistently enforced.

Please read this information, discuss it with your student, and return the signed parent/guardian receipt form to the school.

Mr. Tyquan Graves,
Chairperson



Ms. Keisha Averett,
Vice-Chairperson



Ms. Kacey Cunningham,
Member



Mr. Tyrell Payne,
Member



Dr. Keith Silverman,
Member



Ms. Takessa "Keisha" Walker,
Member



Dr. Corey Williams,
Member



MESSAGE FROM THE SUPERINTENDENT

Dear Students, Parents/Guardians, and School Personnel:

Welcome to a new and exciting school year! Our administrators, teachers, and support staff arrive each and every day prepared to support our students academically. In Danville Public Schools, we expect all students to graduate with life-ready skills. All students are expected to demonstrate respect for learning core academic knowledge and career skills such that they can one day be college and career ready.

Danville Public Schools outlines all expectations for student behavior in the Student CORES: Code of Responsibilities, Expectations, and Supports. This handbook describes how students are expected to conduct themselves at all times when they are in our schools and on our buses. If a student conducts themselves in the community in a manner that may disrupt the school day, we may issue a violation at any time. Appropriate and orderly behavior and respect for others while riding our buses, including the bus stop, is expected as our DPS bus drivers make all efforts to safely transport our students to and from school.

The emphasis in Danville Public Schools is to support success in academics through positive relationships with students and families. All teachers will review expectations with students throughout the school year. When support is necessary to reach academic and social goals, administrators and teachers will make every effort to notify and involve parents.

To reach the highest potential of every student, I encourage you to participate in a positive and supportive manner. We are all working for the success of your student. I encourage you to join me in these efforts.

Sincerely,



Dr. Angela Hairston, Ed. D.
Superintendent

INTRODUCTION



What is the Student Code of Responsibilities, Expectations & Supports (CORES)?

The Student Code of Responsibilities, Expectations and Support (Student CORES) is a guide that defines appropriate and inappropriate behavior. The Student CORES also covers disciplinary consequences and interventions that may be prescribed as appropriate. This guide is formulated to encourage good citizenship and promote positive behavior that leads to academic success. The Student CORES 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 Student CORES 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 CORES 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) on the school bus; or (4) 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 any school-sponsored activity, even if they are off school property. If a student is in violation of Student CORES, that student will still be subject to appropriate consequences imposed by the school division if these actions jeopardize the safety of other students and adults.

Preparing Future Ready Graduates



Virginia's Profile of a Graduate expects students to demonstrate the "Five C's:" critical thinking, creative thinking, communication, collaboration, and citizenship. A Virginia high school graduate should be able to:

1. Achieve and apply appropriate academic and technical knowledge;
2. Attain and demonstrate productive workplace skills, qualities, and behaviors;
3. Build connections and value for interactions within communities; and
4. Align knowledge, skill, and personal interests with career opportunities.

In order to achieve the goals of Virginia's Profile of a Graduate, students need to develop the following social-emotional competencies:

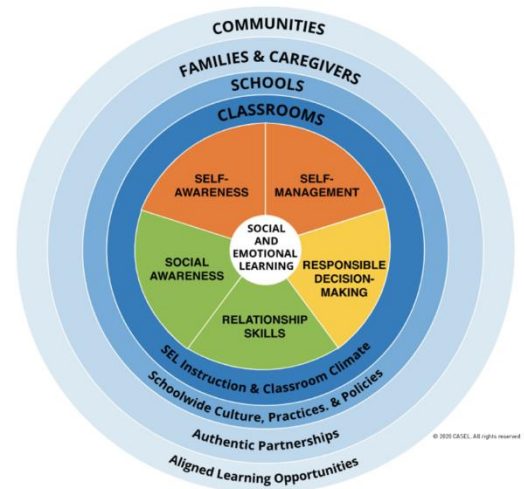
1. Self-awareness,
2. Self-management,
3. Social awareness,
4. Relationship skills, and
5. Responsible decision-making

Meeting the needs of the whole child is important to establish a safe learning environment where students can achieve the goals of the Profile of a Graduate. The Association for Supervision and Curriculum Development (ASCD) identifies five tenets of whole child education:

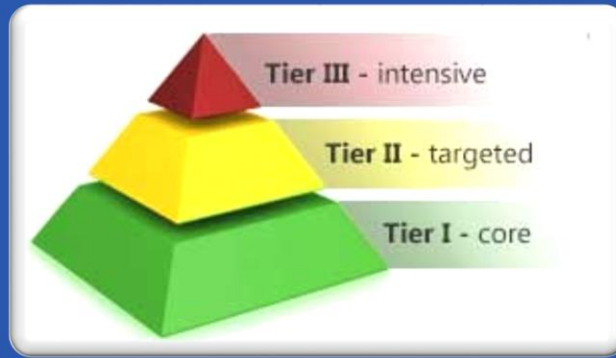
- **Healthy:** Each student enters school healthy and learns about and practices a healthy lifestyle.
- **Safe:** Each student learns in an environment that is physically and emotionally safe for students and adults.
- **Engaged:** Each student is actively engaged in learning and is connected to the school and broader community.
- **Supported:** Each student has access to personalized learning and is supported by qualified, caring adults.
- **Challenged:** Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Social-Emotional Learning (SEL)

Social-Emotional Learning (SEL) has been attributed to positive attitudes about school and to significant improvement in academic achievement. The Collaborative for Social and Emotional Learning (CASEL) produced a review which found that students who participated in a social emotional learning program "demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement" over the control group. Learning social-emotional skills is vital to student development and is directly related to Virginia's Profile of a Graduate.



TIERED SYSTEMS OF SUPPORTS



What are Tiered Systems of Supports?

Preventive and positive approaches to discipline create safe, supportive, and positive schools where adults respond to misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting students' needs, and keeping students in school and learning. School divisions adopting evidence-based, school-wide preventative and positive discipline policies would reflect the constructs described below.

The Virginia Tiered Systems of Supports (VTSS), grounded in the research of national models for Multi-Tiered System of Supports (MTSS), is a data-driven decision-making framework for establishing the academic, behavioral, and social-emotional supports

needed for a school to be an effective learning environment for all students. It is a model for systems reform with the goal of improving student outcomes.

The VTSS supports school divisions in their paradigm shift to understand the role of context, environment, and instruction as it applies to the development and improvement of academic, behavioral, and social-emotional wellness skills

Division and school-based teams, in collaboration with VTSS Systems Coaches, establish a range of evidence-based instructional interventions that are implemented systematically based on student academic, behavioral, and mental health needs. The interventions are an array of high-quality evidence-based practices that are layered and implemented according to increasing levels of intensity or tiers.

The core features of VTSS include:

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

Tier 1 or Universal Core Supports

A multi-tiered system of support includes prevention strategies at Tier 1 to establish positive expectations and the systems to teach and reinforce those expectations. The following table outlines the universal components needed to create a learning environment that reduces the use of punitive, exclusionary practices.

Tier 1	Components	Management
Tier 1 or universal core supports for ALL students	<p>School-wide prevention includes:</p> <ul style="list-style-type: none">• Establishing and teaching core behavioral expectations• Aligned school counseling program• Family engagement practices• Challenging, engaging academic curriculum• Social-emotional curriculum• Health curriculum• Bullying prevention• Restorative approaches to relationship-building and problem-solving.• Professional Learning Opportunities (PLO)	<p>Everyone in the school is responsible for teaching and modeling core expectations. For example, classroom teachers might be responsible for explicitly teaching behavioral expectations, but the school administration and support staff must model and reinforce appropriate behaviors.</p> <p>Lunchroom monitors may teach the application of the core expectations in the lunchroom, gym teachers in the gym, art teachers in the art room, etc. School programming is designed to support students' academic and social-emotional development.</p> <p>A school-based team analyzes data regularly. School climate surveys are conducted and used with other data sources to determine needs and set priorities.</p>



Tier 2 or Targeted Supports

Tier 2 or Targeted Supports are developed based on data analysis to determine what types of support some students need to meet behavioral expectations. For example, the data may indicate a need for bullying prevention intervention, substance abuse counseling, anger management, or self-

management. Each school will determine the appropriate targeted support and resources; which may come from community service providers and other government agencies. School divisions are encouraged to develop memoranda of understanding with other agencies to improve Tiers 2 and 3 supports. The chart below provides some examples of targeted supports.

Tier 2	Components	Management
Tier 2 or targeted support for SOME students	<p>Targeted Interventions to support students in</p> <ul style="list-style-type: none">• Meeting the core behavioral expectations• Developing social-emotional skills, mindsets, and behaviors• Improving academic achievement• Improving physical and/or mental health• Addressing substance abuse issues• Restoring balance to situations caused by misconduct.• Addressing Adverse Childhood Experiences (ACEs)• Engaging families• Group Mentoring• Peer Mediation	<p>A school-developed team manages Tier 2 by assessing needs for targeted group instruction and needed support. Teams include staff best situated to gather data, identify students who need targeted interventions, and provide access to the interventions.</p> <p>Student Assistance Team, Student Intervention Team, Student Support Team are all names given to this type of team. Students who participate in these programs are monitored to ensure the effectiveness of the intervention.</p>



Tier 3 or Intensive Supports

Tier 3 supports are individualized and based on the needs of a SINGLE student. Approximately five percent of students in any school population may need Tier 3 support. A school that exceeds this percentage of students receiving intensive

support should revisit school data regarding Tier 1 and 2 support to determine their effectiveness. Placing students in an alternative setting is a Tier 3 intervention and should include a specific plan to allow the student to return to his or her home school.

Tier 3	Components	Management
Tier 3 or intensive support for a FEW students	<p>Wraparound strategies to assist student/family in:</p> <ul style="list-style-type: none">• Meeting core behavioral expectations (Behavior Agreement/Contract)• Developing social-emotional skills, mindsets, and behaviors• Improving academic achievement• Improving physical and/or mental health• Restoring balance to situations caused by misconduct• Completing Functional Behavior Assessment w/ Behavior Intervention Plan• Individual Mentoring	<p>Mental health, counseling, and community resource providers may be involved in providing support. Students who display chronic behavioral or academic problems are assessed and an individualized plan is developed to meet their needs and promote achievement.</p> <p>Staff trained in special education services and behavioral intervention services may provide support at this level, but not all students who need Tier 3 support are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need intensive support as well.</p>



POSITIVE, PREVENTATIVE, & SUPPORTIVE APPROACHES TO DISCIPLINE



Optimistic Mindsets to Promote School Success

A mindset is a series of self-perceptions or beliefs one holds about themselves. These determine behavior, outlook, and mental attitude. When students feel that school and schoolwork have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with optimistic expectations, they have the capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning.

Optimistic student mindsets boost student confidence in their day-to-day experiences and foster hope for their future.

Optimistic adult mindsets empower school staff and parent/guardians to interact with children and young people with optimism, care, and respect and enable all adults to experience the joy of being on the other side of children and adolescents.

A mindset is a series of self-perceptions or beliefs one holds about themselves. These determine behavior, outlook, and mental attitude.

STUDENT AND ADULT OPTIMISTIC MINDSETS

OPTIMISTIC STUDENT MINDSETS	OPTIMISTIC ADULT MINDSETS THAT ENCOURAGE STUDENTS
I see myself as a learner and schoolwork has value for me.	I seek to understand a situation before I take action.
I feel safe and valued in my school community in which I belong.	I depersonalize students' words and actions before I respond.
I approach tasks with optimistic expectations and an open mind.	I first acknowledge others' backgrounds, cultures, and opinions before I express my own.
My ability and competence grow with my effort.	I teach solutions that meet the needs and interests of everyone involved.
I push myself to excel in order to accept opportunities of growth and challenges.	I always consider a student's best interests in any decision.
I have hope in myself for a positive future.	I model a growth mindset and behaviors that I want to foster in students.
I can turn around difficult situations.	I can move forward beyond past incidents and make a new start.

Switching the Discipline Mindset

Restorative school discipline practices—sometimes called positive discipline, responsive classroom, or empowerment—focus on fostering a sense of community within classrooms to prevent conflict, and on reacting to misconduct by encouraging students to accept responsibility and rebuild relationships. The chart below highlights the key differences between punitive discipline and restorative discipline mindsets.

Switching the Discipline Mindset	
Approaching Discipline With a Restorative Mindset	
Punitive Discipline	Restorative Discipline
Fear Teachers command respect through warnings and threats.	Respect Teachers gain respect by modeling it for their students.
Rules Teachers enforce rules to keep students quiet and working.	Engagement Classes are engaging so students want to work. Conversation is allowed.
Control Teachers tell students when they're doing something wrong.	Support Students reflect on their behavior and consider changes they can make.
Public Teachers use loud, strict voices to call out students who are misbehaving.	Private Teachers speak privately to students who need reminders in order to behave.
Anger Teachers seem angry and blame students when they misbehave.	Understanding Teachers use a gentle tone and show understanding when students misbehave.
Punishment Good behavior is based on fear of punishment.	Reflection Good behavior is based on an internal desire to do well.
Adapted from www.teachingexperiment.com	

Universal Best Practices & Strategies for Schools & Classrooms

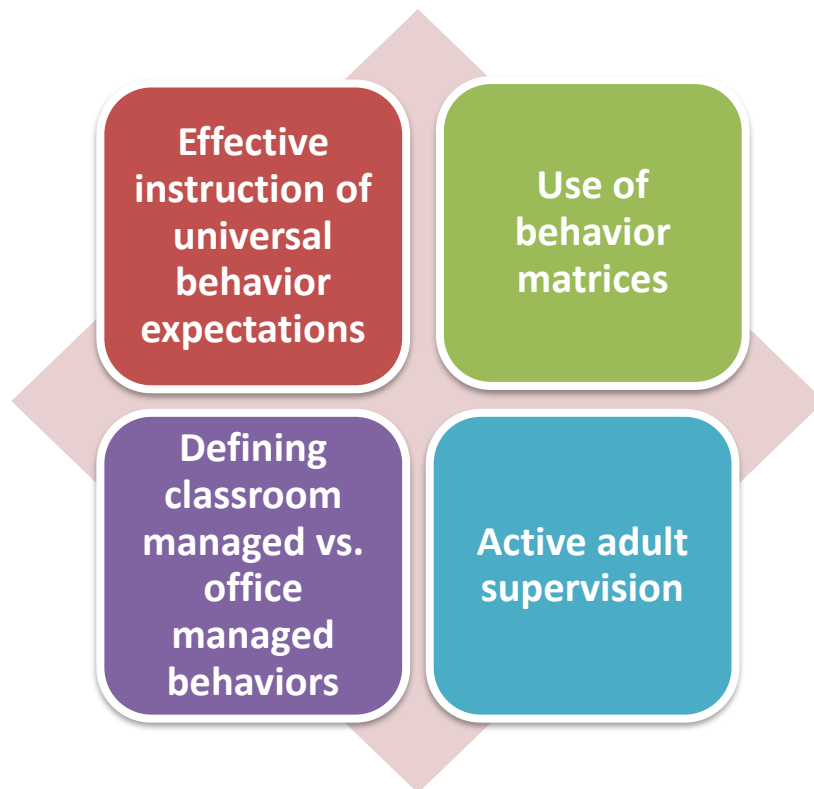
Utilizing a set of universal strategies across the division creates equity-centered PK-12 classrooms where each and every student has the opportunity to grow academically, socially, and emotionally in ways that will serve them in all aspects of life.

Below is a set of research-based, foundational strategies that are integrated into all educational levels in order to meet the needs of all students. These practices build relationships, convey mutual respect, foster feelings of safety, promote predictability and consistency, and build upon areas of student strength. Utilizing these strategies with fidelity into daily lessons empowers teachers to:

- Foster and sustain strong and supportive personal relationships with their students
- Purposefully organize the learning environment to support academic engagement
- Increase engagement and rigor in order to increase academic achievement
- Implement academic practices and strategies to meet the range of learners in their classrooms
- Plan for, respond to, and manage behavior concerns

Implementation of these strategies provide for well-managed classrooms, engaging classroom instruction that strengthens social-emotional learning, and a restorative and accountable approach to classroom discipline across the division.

SCHOOLWIDE BEST PRACTICES & STRATEGIES



BEST PRACTICES AND STRATEGIES FOR THE CLASSROOM

CLASSROOM MANAGEMENT:

Teachers create consistent, organized, caring, and engaging learning environments that promote academic engagement and appropriate behavior.

The following strategies support effective classroom management:

1. Meet & Greet: Standing at the door or moving about the classroom as students enter class to welcome and greet them by name.
2. Morning Meeting: Beginning the day with a ritual that creates a structured place to connect and to practice foundational social-emotional competencies.
3. Personal Check-Ins: Asking personal questions or making individualized comments to build rapport and create a positive classroom culture.
4. Value-Added Feedback: Sharing a specific, concrete observation about what a student did and naming the strength that enabled the student to do it.
5. SEL Openers: Starting class with a whole community exercise that creates a cohesive group and focuses attention.
6. Visual Postings: Strategically selecting, designing, and using visuals to promote self-management and academic efficacy.
7. Getting Attention: Using a consistent verbal and auditory signal to transition from one activity to the next.
8. Maintaining Silence: Sustaining silence at targeted, strategic times to support reflection, thinking, and engaging in productive struggle.
9. Clear Instructions: Provide clear and concise verbal and written directions to support students in beginning a learning task successfully.
10. Starting and Ending Class: Develop consistent routines for the start and end of class to support readiness to learn, synthesis of learning, and smooth transitions.
11. Student Voice and Choice: Obtaining student voice about the way the learning environment is organized.

CLASSROOM INSTRUCTION:

Teachers use evidence-based strategies to create academic environments in which learning occurs at high levels.

The following strategies support effective classroom instruction:

1. Problem-Centered Learning Task: Designing a learning task that is rigorous and meaningful by intentionally structuring it as a problem that needs to be solved.
2. Developmentally Informed and Culturally Responsive Content: Designing content that is relevant to student's needs and interests, creates specific connections to their cultures, and supports their ability to access the content to ensure academic engagement.
3. Turn & Talk: Designing an engaging discussion topic (prompt) and providing time for individuals to prepare their response ("think time") prior to students responding in pairs to support them in making meaning of content.
4. Text Protocols: Offering students a guided process for interacting with the text in order to make meaning.
5. Representation of Thinking: Providing students with a structured approach to express their thinking and support understanding, for example, two-column notes, and graphic organizers.
6. Formative Assessments: Obtaining a snapshot of each student's understanding or skills at a specific point in a lesson to inform instructional next steps, for example, Exit Tickets.
7. Academic Check-Ins: Engaging in two-to-three-minute check-ins using a simple three-question sequence (What are you working on? How is it going? What are you going to do next?) To assess in real time what a student is learning, doing, or thinking at a particular point in a lesson or unit.
8. Student Voice and Choice: Providing targeted choice in, for example, learning tasks, group roles, and learning modes.

CLASSROOM DISCIPLINE:

Teachers prevent inappropriate behaviors from continuing or escalating to maintain safe and orderly learning environments. When behaviors persist, teachers support students to restore themselves and their relationships through targeted interventions.

The following strategies support effective classroom discipline:

1. 2x10: Support students by spending two minutes per day (for 10 consecutive school days in a row) connecting with a student individually and offering extra social-emotional support.
2. Depersonalization: Remaining emotionally balanced and neutral when students engage in inappropriate behavior to support students in self-correcting and engaging in appropriate behaviors.
3. First Response to Behavior Concerns: Taking a set of strategic actions to re-engage students at the first signs of their behaving inappropriately.
4. Behavior Check-Ins: Guiding a student to self-assess in the moment and redirect their behavior.
5. De-escalation: Supporting a student who is emotionally escalated or confrontational to cool down and regain composure.
6. Student Voice and Choice: Obtaining student voice to problem-solve behavioral issues in the classroom community.

Academic and Behavioral Interventions

1. Restorative Conversations: Using a set of strategic questions to help a student take responsibility, reflect on the impact of their behavior, and identify action steps to leave the past behind and move ahead.
2. Academic & Behavioral Conferences: Facilitating a conference that empowers a student to strengthen an academic skill or desired behavior.
3. Restorative Spaces: Physical spaces in the room that allow students the opportunity to work through emotions they are feeling and/or refocus themselves, without leaving the immediate environment.

Promoting Positive Student Behavior on School Buses

Danville Public Schools is happy to provide transportation service to you and your children. Our school division strives to provide a safe and pleasant bus ride for all students. Students who have the opportunity to ride Danville Public Schools buses may do so as long as they display behavior that is reasonable and safe. *Riding a school bus is a privilege, not a right.* Students choosing to follow unacceptable or unsafe behavior will face a temporary or permanent loss of bus riding privileges.

The bus driver has the responsibility to ensure safe conduct on the bus. While a driver cannot see everything that happens, they will report what they see to the principal of the school for review and a determination of disciplinary action. All 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 a safe and nurturing environment.

All bus drivers have the authority to assign seats, give students directions to avoid inappropriate behavior, and move students to other seats if necessary to maintain a safe bus ride. The responsibility for student supervision begins when the student boards the bus and concludes when the student leaves the bus at the end of the day. To help students, parents, and guardians understand expectations and consequences, Danville Public Schools is providing this information for your benefit. Consequences for school bus and transportation violations can be found in the Responses to Student Behaviors section of this manual.

A School Bus Conduct Contract is provided to all parents and guardians and the end of CORES manual. The contract must be signed by the parent or guardian, and the student, indicating they have read the policy and understand the listed offenses and consequences. Failure to sign and return the contract will result in a suspension of riding privileges until the signed contract is returned and filed at the school.

We appreciate your willingness to read, understand, and abide by our School Bus Conduct Contract.



RIGHTS & RESPONSIBILITIES



With every right comes a responsibility. The rights and responsibilities outlined in the CORES apply to each and every member of the DPS school community. Responsibilities are our obligations to fulfill these rights through our individual actions, mutual cooperation, and respect.

Student Rights & Responsibilities

DPS believes every student has the right to learn in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behaviors which interfere with other student's right to learn or endanger the health or well-being of others. Students are expected to behave in a manner that reflects respect for teachers, staff members and fellow students. Students' responsibilities not only apply to academics and behaviors, but also the care and use of school facilities, equipment, textbooks, electronic devices and supplies. This creates learning opportunities to promote good citizenship. Accountability is not just about following rules, rather it is about staying committed to learning and growing. Accountability is being responsible for developing one's own self-efficacy and taking the initiative to follow through with the application of learned content and skills.

Student Rights

- Experience a high-quality, student-centered Pre-K-12 education that is engaging, challenging and supportive.
- Be welcomed, respected, and valued for who the individual is.
- Be protected from bullying harassment and discrimination based on actual or perceived race, color, national origin, ethnic group, language, socio-economic status, citizenship status, religion, religious practices, body shape and size or physical appearance, disability, sex, sexual orientation, gender, gender identity and expression, or other identity category at school or at a school-sponsored event, function, or activity, or on any digital platform that disrupts the school community.
- Attend school within the district.
- Be treated with respect, care, and kindness by peers, parents/guardians, and school staff.

- Learn in a clean, healthy, and safe environment.
- Participate in school activities and educational programs for which I am eligible.
- Be informed about and/or serve on student councils, advisory bodies, and school teams and committees that make decisions about school life.

Student Responsibilities

- Make your best effort to be prepared to learn when at school.
- Bring an open mind to learning every day and be ready to learn.
- Willingly meet challenges.
- Demonstrate their diligence and perseverance.
- Seek help when needed, discuss and seek guidance regarding the lack of academic progress.
- Put safety first for themselves and others.
- Respect others' personal space.
- Seek help and resolve conflicts and differences non-violently.
- Report any unsafe, suspicious, potentially dangerous destructive, or discriminatory behavior ("When you see something say something").
- Refrain from using illegal substances.
- Be truthful about and accountable for their work and actions.
- Accept feedback, interventions, and consequences respectfully.
- Act with kindness towards others.
- Follow school rules and procedures (follow Student CORES guidelines).
- Dress in ways that do not demean any groups or individuals and do not express anything hurtful or discriminatory (follow the dress code).
- Be on time to class and remain in class and seek support to address barriers if necessary.

Parent/Guardian Rights & Responsibilities

Danville Public Schools strongly encourages parents/guardians and families to review the Student CORES and additional resources listed in the [Virginia Department of Education's Resources for Student Support and Conduct](#) 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.

Danville Public School parents/guardians are responsible for ensuring students obtain all missed assignments during suspensions. 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 have the same number of days as missed due to suspension to submit completed work to his/her classroom teacher(s) and the student shall be permitted to make up major assignments within a time limit established by the school. It is the parent/guardian's responsibility to contact the school, to make arrangements to pick up the work from the school, and to return the completed work to school.

Parent/Guardian Rights

- Expect that their student's identity is valued and respected.
- Be treated kindly, fairly, and respectfully while at school.
- Be equal partners in their student's education.
- Access updated information from school staff regarding their student's academic progress of behavior progress reports, attendance

letters when a student received 3, 5, 7, and 10+ days of absence,

- Be informed by school staff about ways to improve their student's academic or behavioral progress, including, but not limited to in-school counseling, after-school programs, academic programs, and referral to outside mental health services.
- Be notified promptly when significant behavioral infractions have been committed by their student and any disciplinary actions taken by the school staff or administrators.
- Receive information about due process procedures for disciplinary matters concerning their student including information on conferences and appeals.

Parents/Guardian Responsibilities

- Ensure their student attends school regularly and on time.
- Inform the school when and why their student is absent as soon as possible.
- Support their student's social and emotional growth and academic progress.
- Encourage their child to actively engage in the learning process by (e.g., completing and turning in assignments on time and seeking assistance when needed. etc.).
- Partner with school staff to address academic, attendance, behavioral, or other challenges their student may experience.
- Adhere to all policies, regulations, and procedures of their student's school and division.
- Promptly give updated contact information to their student's individual schools.
- Communicate concerns to school staff in a respectful and timely manner.

Staff Rights & Responsibilities

Faculty and staff are responsible for creating and maintaining a safe and caring 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 decisions.

Faculty and staff are responsible for implementing Positive Behavior Intervention and Support (PBIS) with fidelity. Teachers should employ a classroom management structure that is consistent with the interventions outlined in the Student CORES.

Staff Rights

- Receive timely support and follow through from a school or division-based staff member when students are engaged in an accountable consequence and restorative intervention.
- Participate in engaging, timely, and supportive professional learning opportunities that increase their skills and knowledge in strategies that increase student achievement and social and emotional growth.
- Have access to necessary resources to deliver quality instruction, professional learning, coaching, and/or supervision.
- Work in a welcoming, safe, respectful, and engaging environment.
- Be treated kindly, fairly, and with dignity.

Staff Responsibilities

- Communicate regularly in meaningful ways (via email, phone call, in-person conferences, as appropriate to family and linguistic needs) with students, parents/guardians, and other teachers on the division's mission, course

objectives, grading practices, expectations, and student growth and achievement.

- Understand and respect the backgrounds of students and families.
- Create space for parents/guardians to be involved in decision-making for their students.
- Support all students' social, emotional, and academic development through supportive and appropriate relationships, classroom instruction, academic/behavioral support, and interventions.
- Proactively manage conflict and communicate concerns in a respectful and courteous manner to support problem resolution and respect the dignity of each individual.
- Participate actively in professional learning opportunities to strengthen their role as a teacher, leader, coach, and/or supervisor in supporting every student.
- Understand and consistently implement division rules, policies, and division or school initiatives without discrimination.
- Provide adequate supervision in all school spaces.
- Maintain confidentiality of all student's educational records and personally identifiable information and sensitive personnel information, in accordance with federal and state law and ethical guidelines.



Search & Seizure

To protect the health, safety, and welfare of students and school personnel, school authorities may search a student, a student's lockers, a student's desks, and automobiles driven to school by students and/or automobiles parked on 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 identified areas made available to students for the 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 identified areas for items that violate the law, school policies, and regulations, or which may be harmful to the school, its students, or other persons. The designated areas 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.

The Danville 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 Danville Public Schools' Office of Safety and Security is also authorized to use, in conjunction with the City of Danville Police Department, canine teams to aid in searches for illegal drugs. All canine searches shall be conducted in accordance with applicable law and Danville 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 the levels of interventions and responses.

Self-Defense

Cases for which self-defense is claimed must meet the following criteria:

- the student must not have provoked or behaved in a manner to cause the incident;
- the student must have had a reasonable fear of danger or harm; and
- the student used no more force than needed for protection from the threatened harm.

All incidents should be reported immediately to school officials. When a claim of self-defense is presented, the administrator shall allow the student to present his/her version of what occurred and review the circumstances and relevant information from others about the incident, including previous relationships and interactions between the students involved.

Findings from the review of all relevant information should be considered when determining appropriate corrective disciplinary action. Claims of self-defense do not constitute a valid defense against the possession or use of a weapon on school property or at a school-sponsored activity.

Retaliation or willfully participating in a fight are not considered self-defense. Students are asked to disengage and seek assistance from school staff as soon as possible to avoid an escalation of a conflict.



STUDENT BEHAVIOR CATEGORIES



It is the belief of the Danville School Board that all students have the right to an environment that is safe, drug free and conducive to learning. To that end, student conduct policy sets forth standards for student conduct. The primary objectives of the Student Code of Responsibilities, Expectations and Support (Student CORES) are:

1. To provide standards and guidelines for student behavior;
2. To assist each student in becoming a responsible, productive and self-disciplined citizen; and
3. To maintain a safe and orderly environment in the classroom and all other areas of the school.

The Student Code of Responsibilities, Expectations and Support (Student CORES) applies to any student who is on school property, who is in

attendance at school or at any school-sponsored activity, or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the Danville Public Schools or on the health, safety or welfare of the students or employees of the division. For students with disabilities, the procedure of the individuals with Disabilities Education Act (IDEA) shall be applied.

It is the belief of the Danville Public Schools Board of Education that all students have the right to an environment that is safe, drug free, and conducive to learning.



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

Student Attendance Policy

Regular school attendance is important to the academic progress of students and the development of a healthy school environment. For this reason, parental support of school attendance is both expected and required. All students age 5-18 shall attend school regularly as set forth in the [Code of Virginia §22.1-254](#). Non-compliance with the state law will lead to disciplinary action by the principal and, when necessary, by the Danville City School Board or its designee.

School Board policy requires that a student who has been absent bring a note from a parent to school within three days of the student's return that states the reason for the absence. If a parent/student knows in advance of an impending absence, the student may provide the note prior to the absence. The only excuses for absences that shall be deemed acceptable are:

- For middle and high school students, one day per school year to engage in a civic event,
- A maximum of 3 school days per academic year for participation in a 4-H educational

program of activity; no credit will be provided for a student whose participation in a 4-H educational program or activity occurs during scheduled Standards of Learning assessments or during any period of time that the student is suspended or expelled from school; the student's principal and assistant principal may request a representative of 4-H to provide documentation of a student's participation in order for the student's absence to be excused.

- Subject to guidelines established by the Virginia Department of Education, students who are members of a state or federally recognized tribal nation that is headquartered in Virginia shall be granted one excused absence per academic year to attend such nation's pow wow gathering provided that the student's parent provides the student's school advance notice of absence in the manner required by the school.
1. Illness (if over two days, may require a note from a doctor);
 2. Required court appearance;
 3. Death in the family;
 4. Religious holiday;
 5. Field trips and school authorized activities; and extenuating circumstances which are determined by the school administration.

Additional Notes on Student Attendance:

- Any absence that does not meet the above definitions will be unexcused.
- Letters will be mailed at 3 and 5 unexcused absences.
- Parents and students will be referred to the Truancy Response Team after the seventh unexcused absence.

School Responsibility Regarding Student Attendance

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

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

Under the direction of the Superintendent, school principals, in collaboration with Danville Public Schools Attendance Officer, 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:

1. Filing a Child-In-Need-of-Supervision (CHINS) petition with the juvenile court.
2. Filing criminal charges (Class 3 misdemeanor) against the parents/guardians of truant or non-enrolled.

Absence Due to Suspension with Available Makeup Work

Absence due to suspension is at the direction of the principal, and therefore, is presumed to be with the permission of the principal. Since the suspension is with the permission of the principal, the student shall be permitted to make up assignments within a time limit. The number of days to make up the assignments will be the same as the number of suspension days. For example, if a student is suspended for (2) days, upon return, he/she has (2) days to complete the make-up work. The student or parent must take the initiative to contact the school counseling office to request make-up work. It is encouraged that the school's disciplinary action

be, as much as possible, a separate entity from its academic program.

Promotion and Retention

The Danville Public Schools Board of Education takes attendance very seriously. Being present in school daily is the foundation for student achievement and academic success. If students miss school, their academic performance suffers. When absences become a pattern or a chronic issue, students can fall behind and experience academic struggles. The Danville School Board asks that parents/guardians and students make every effort to attend school every day.

Based on a 180-day school year, a chronically absent student would miss 18 or more days or 10% of instruction, which equates to approximately 8,000+ minutes of instruction.

A student may only be given course/class credit if the student is in attendance for at least 90% of the days the course/class is offered.

A student (kindergarten through 12th grade) may only be given course credit if the student is in attendance for at least 90 percent of the days the course/class is offered. When looking at 90 percent attendance, all absences, both excused and unexcused, will be considered. Should a student fall below 90 percent, the student will be denied course/class credit for missing too many instructional minutes.

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

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance that interrupts or interferes with teaching and orderly conduct of school activities is prohibited. While this list is not intended to be all-inclusive, the following acts illustrate disruptive behavior.

Dress Code Violation

The dress code should serve to support all students in developing 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. A student's attire and appearance should not be indecent, disrupt the learning environment, 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 and/or Danville Public Schools is not responsible for any injuries that may occur due to students who wear improper shoes.*
- Shoes must be worn at all times on school grounds.
- Pants must be worn at the waist.
- If holes are 4 inches above the knee in pants, leggings or shorts must be worn underneath with no visible skin.

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
- Headphones, earbuds, and electronic devices should be placed out of sight upon entering the building.
- Pajamas or sleepwear, bedroom slippers, costumes, or blankets are prohibited in the building, or on buses.
- Tops or dresses that reveal bare midriffs or cleavage are not allowed.
- Shirts and tops with the back out are not permitted.
- Mesh or see-through clothing is prohibited.
- Tops with large openings for the arms or that are split below the arms are not permitted.
- Students are not to wear clothing with language, symbols, or pictures that are offensive or suggestive, promote violence, are gang-related, advertise illegal substances, or advertise tobacco or alcohol.
- Shorts, skirts, skorts, and dresses can be no shorter than 4 inches above the knee, both in the front and back.
- If tight-fitting pants, such as leggings, are worn, a dress or lengthy shirt that is no shorter than 4 inches above the top of the knee, both in the front and back, must also be worn.
- Weapon-related attire is prohibited.

Recommended Consequences for Dress Code Violations

1st Offense

- Elementary: Administrative warning, parent notification, opportunity to change clothes
- Secondary: Administrative warning, parent notification, opportunity to change clothes

2nd Offense

- Elementary: Administrative warning, referral to school counselor, parent notification, opportunity to change clothes
- Secondary: Administrative warning, parent notification, opportunity to change clothes

3rd Offense

- Elementary: Discipline referral, parent conference
- Secondary: Discipline referral, detention assignment

4th Offense

- Elementary & Secondary: Continued non-compliance may be considered a violation of BS03 - Refusal to comply with the requests of staff and may result in an in-school or out-of-school suspension assignment

Violation of the Acceptable Use of Technology/Internet Policy

Students of Danville Public Schools are offered access to the school system computer network for the internet and electronic mail (email). The 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 Student CORES applies to all users 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 communications over that network.

Network storage areas, disks and/or external devices 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:

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

The DPS 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.

Acceptable Computer System Use – Regulation

Computer System Use–Terms and Conditions:

1. Acceptable Use: Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. Privilege: The use of the Division's computer system is a privilege, not a right.
3. Unacceptable Use: Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - sending, receiving, viewing, or downloading illegal material via the computer system.
 - unauthorized downloading of software.
 - using the computer system for private financial or commercial purposes.
 - wastefully using resources, such as file space.
 - gaining unauthorized access to resources or entities.
 - posting material created by another without his or her consent.
 - submitting, posting, publishing, or displaying any obscene, profane,

threatening, illegal, or other inappropriate material.

- using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - intimidating, harassing, bullying, or coercing others.
 - threatening illegal or immoral acts.
4. Network Etiquette: Each user is expected to abide by generally accepted rules of etiquette, including the following:
 - be polite.
 - users shall not forge, intercept or interfere with electronic mail messages.
 - use appropriate language. The use of obscene, lewd, profane, threatening, or disrespectful language is prohibited.
 - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
 - users shall respect the computer system's resource limits.
 - users shall not post chain letters or download large files.
 - users shall not use the computer system to disrupt others.
 - users shall not modify or delete data owned by others.
 5. Liability: The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. Security: Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. Vandalism: Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. Charges: The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.
9. Electronic Mail: The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. Enforcement: Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. Any violation of these regulations shall result in the loss of computer system privileges and may also result in

appropriate disciplinary action, as determined by School Board policy, or legal action.

On May 30, 2025, Governor Glenn Youngkin signed into a law an act limiting student use of cell phones and smart devices on school campuses (§22.1-79.3:1). This law requires school divisions to adopt a “bell-to-bell” cell phone/smart device -free” policy during school hours.

Violation of School Board Policy
Regarding the Possession or Cell
Phones, Smart Devices, or Use of
Portable Communication Devices

Recognizing the mental health effects on children and the impact student's dependence on cell phones and smart devices are having in our schools, Governor Glenn Youngkin signed into law a bipartisan act of the Virginia General Assembly to help bring a cell phone and smart device free education to Virginia's schools.

Danville Public Schools has employed a cell phone protocol, “Unplug 2 Learn” to support our students to refocus their attention on learning, since the 2023-24 school year. Our goal is to engage our students and support them in their academic success and promote positive social interaction and connections by removing a major barrier, cell phones. Unplug 2 Learn means our students' cell phones, earbuds, air pods, and all other non-academic electronic devices are to be turned off and remain off during the school day.

Refusal to surrender a cell phone/smart device at the request of school administration may be considered “refusal to comply with requests of staff” and result in an out-of-school suspension.

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.

Cell Phones/Smart Devices:

Pre K and Elementary Students (Pre K-5th Grade)

Cellular phones and smart devices are prohibited during school hours. The phones 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.

Secondary Students (6th-12th Grade)

Each secondary school provides a Yondr pouch for students to store their cell phones/smart devices during the day. Every student should follow their school's procedures for using the Yondr pouch.

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

Consequences for cell phone/smart device possession violations (Pre K – 12th Grade)

Any prohibited device may be confiscated by the school administration and returned to the parent/guardian. 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 students. A school administrator may at his/her discretion confiscate the cell phone or smart device on any violation of the policy. Confiscated phones/smart devices are to be safeguarded by the school administrator and may be maintained for the duration of the disciplinary process. Confiscated phones/smart devices will be returned to a parent/guardian, but not prior to the conclusion of a school day.



Disciplinary Responses to Cell Phone/Smart Device Violations

1st Offense

- Confiscation of device
- Parent notification
- Device returned to parent at end of school day

2nd Offense

- Confiscation of device
- Parent conference w/ Behavior Agreement developed
- Device returned to parent at end of school day

3+ Offenses (or any refusal to surrender the device)

- May be considered violation of Code BS03: Refusal to Comply with Requests of Staff



Consequences for using any electronic device to audio and/or video record students, teachers, and/or staff without permission (Pre K-12th Grade)

1st Offense

- Up to 3 days out-of-school suspension
- Parent/guardian conference

2nd Offense

- Up to 5 days out-of-school suspension

3rd Offense

- Up to 10 days out-of-school suspension with the recommendation for long-term suspension



Notes:

- Student possession of cellular phones at RISE Academy is strictly prohibited.
- A student found using a cellular phone during a 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.
- Danville Public Schools will not assume responsibility for the loss, destruction, damage, or theft of confiscated items.



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

- Bullying with no physical injury
- Cyberbullying
- 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 on 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

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

Any student who has been accused of bullying, and against whom there is substantiated evidence of such bullying, may be reassigned to an alternative setting following disciplinary hearing. 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.

Neither Danville Public Schools nor the students' 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. The adults who serve our students are considered role models, therefore; all parents/guardians shall refrain from using abusive and/or profane language on school grounds during school hours or after school extra-curricular activities. Failure to adhere to this may result in a loss of your right to be on school property.



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
- Bullying Behavior without physical injury that continues after intervention
- 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 that 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, or 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
- Stealing money or property without physical forced
- Leaving school grounds without permission
- Trespassing
- Weapon: Possessing or selling any weapon (not including firearms) as defined by school board policy

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 of Virginia defines bullying as any aggressive and unlawful 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.

The Code of Virginia defines bullying as “any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. Bullying includes cyber bullying” (§22.1-276.01)

School administrators and/or Bully Prevention Coordinators are to refer to the DPS Bully Prevention Resource Manual and complete appropriate documentation and notifications when responding to incidents of bullying.

Disciplinary Responses to Bullying

- | | |
|-------------|---|
| 1st offense | <ul style="list-style-type: none">• Parent notification of all students involved (within 24 hours)• Provide targeted instruction/social-emotional learning session addressing specific incident• Conduct a mediation (if all students consent)• Submit discipline referral on offender (if deemed appropriate)<ul style="list-style-type: none">◦ Assign consequence of up to 3 days of in-school suspension• Implement no-contact agreement (if deemed appropriate)• Refer victim and/or offender to appropriate mentoring, behavior support, counseling or School Resource Officer |
| 2nd offense | <ul style="list-style-type: none">• Parent notification of all students involved (within 24 hours)• Provide targeted instruction/social-emotional learning session addressing specific incident• Conduct a mediation (if all students consent)• Implement no-contact agreement (if deemed appropriate)• Submit discipline referral on offender<ul style="list-style-type: none">◦ Assign consequence of up to 3 days of in-school suspension or up to 3 days out-of-school suspension (as appropriate)• Administrative conference with offender and parent guardian upon return from out-of-school suspension/Implement a behavior agreement• Refer victim and/or offender to appropriate mentoring, behavior support, counseling, or School Resource Officer |
| 3rd offense | <ul style="list-style-type: none">• Parent notification of all students involved (within 24 hours)• Submit discipline referral on offender• Consequence may include up to 5 days out-of-school suspension• Implement no-contact agreement (if deemed appropriate)• Refer victim and/or offender to appropriate mentoring, behavior support, counseling, or School Resource Officer• Administrative conference with offender and parent/guardian upon return from out-of-school suspension) |
| 4th offense | <ul style="list-style-type: none">• Parent notification of all students involved (within 24 hours)• Submit discipline referral on offender• Implement no-contact agreement (if deemed appropriate)• Assign up to 10 days of out-of-school suspension (may recommended for long-term suspension)• Refer victim and/or offender to appropriate mentoring, behavior support, counseling, or School Resource Officer |

Note: Any one blatant or egregious act of bullying can result in aggravated consequences or an immediate consequence of out-of-school suspension with a recommendation for long-term suspension.

Students shall not participate in 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 \$2,500.00.

Physical contact of a sexual nature – patting body parts, pinching, tugging clothing

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.

Alcohol/Drug Possession and/or Distribution

Students shall not use, be under the influence of, or possess alcohol of any kind on school property or at school-sponsored activities.

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*).

Students shall not manufacture, 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](#) of the Code of Virginia and in [21 U.S.C., Section 812](#), imitation controlled substance as defined in [§18.2-247](#) 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 ([Policy JGD/JGE Student Suspension/Expulsion](#)). Parents and law enforcement shall be notified.

Teaching about Drugs, Alcohol & Tobacco

Fentanyl is a powerful synthetic opioid which is often added to other drugs that look like something else, and even the smallest dose—a single pill—can be fatal. Danville Public Schools has many efforts in place to combat the opioid crisis through ongoing education, counseling and prevention, and we are taking several immediate steps to strengthen and support our existing programming, in partnership with the county and community partners.

Danville Public Schools has many efforts in place to combat the opioid crisis and other concerns related to substance abuse through ongoing education, counseling, and prevention.

DPS will have Naloxone (also known as NARCAN®) Nasal Spray available at every school, with personnel in each school trained to administer this treatment. Naloxone is a medication designed to rapidly reverse opioid overdose, and DPS is working to increase the supply of Naloxone in each school.

DPS provides instruction concerning:

- Drugs and drug abuse,
- the public safety hazards and dangers of alcohol abuse, underage drinking, underage marijuana use, and drunk driving,
- the health and safety risks of using tobacco products, nicotine vapor products, and alternative nicotine products, and
- gambling and the addictive potential thereof.

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 student 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 the school nurse's office at the start of the school day for safekeeping, unless the student meets the criteria below."

Students who have a diabetes diagnosis from a licensed physician must inform the school in 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 overdose, 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.

Definitions:

Prescription Drugs: Any drug or other substance for the treatment of disease, 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 treatment of diseases, healing, and/or relieving pain that can be bought off the shelf in any retail store that sells such a 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.

The possession, use, sale, or distribution of tobacco or tobacco products by students is prohibited. This also includes nicotine, hash oil, vapes, or any product that can be ingested by tobacco paraphernalia. The use of electronic cigarettes is prohibited on a school bus, school property, and at school-sponsored activities.

Fire Alarm

Students shall not set off false 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

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

- An unauthorized student or other person attends or visits a Danville Public School, during the regular school day without authorization from the school administration.
- A student is requested by an administrator or other school official to leave school property and refuses to do so immediately.
- A student has been suspended from attendance or expelled and comes onto school property.

- d. A student who has been denied school bus privileges 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 instance cited above, he/she will be considered trespassing. This section also applies to any school sponsored activity that does not take place on DPS 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, synthetic hallucinogens, or unauthorized prescription medications
- Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications
- 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 Code of Virginia [§18.2-46.1](#)
- Hazing as defined in [§18.2-56](#) and noted in [§22.1-279.6](#) of the Code of Virginia
- Threatening or instigating violence, injury, or harm to a staff member
- 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

All students have the right to be educated in an atmosphere that is free from fear, intimidation, and harassment. Bullying, teasing, hazing, and other acts of intimidation can have long-term negative effects on the emotional and educational well-being of students and are, therefore, prohibited. Section [§22.1-276.01](#) of the Code of Virginia 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. Danville Public School Board of Education includes bullying as a prohibited behavior in their student code of conduct.



Students that engage in fighting or physically assaulting peers will face disciplinary action; up to and including a recommendation for long-term suspension or expulsion from Danville Public Schools.

Disciplinary Responses to Fighting/Assault & Battery

1st Offense

- Elementary
 - In-school suspension of up to 3 days or out-of-school suspension of up to 5 days
 - Mediation of students (if all involved students agree)
 - Administrative conference with parent and student (upon return from out-of-school suspension)
- Secondary
 - Out-of-school suspension of up to 10 days
 - Recommendation for long-term suspension

2nd Offense

- Elementary
 - Out-of-school suspension of 5-10 days
 - Mediation of students (if all involved students agree)
 - Administrative conference with parent and student (upon return from out-of-school suspension)
 - Implement Behavior Agreement
 - Assign to appropriate mentoring or behavior support
- Secondary
 - Out-of-school suspension of up to 10 days
 - Recommendation for expulsion

3rd Offense

- Elementary
 - Out-school suspension of up to 10 days
 - Recommendation for long-term suspension



A student shall not engage in fighting. Students shall not physically strike or otherwise commit an assault upon, or bully another person. Assault means intentionally putting one in fear by intimidation or threats, including by electronic means. This includes, but is 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.

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; up to and including a recommendation for long-term suspension or

expulsion from Danville Public Schools. 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/her designee will not consider discipline for a threat if a threat assessment has not been completed. 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.

Expulsion will be recommended, and law enforcement will be contacted for DPS students who strike or commit violence against staff, school personnel, or any school official.

Any student found in violation of striking or committing acts of violence against school staff will face a recommendation for expulsion from Danville Public Schools.

Gang Related Activities

Students 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 long term suspension.

Pranks

Pranks of any sort by any student are considered disruptive and are a violation of the Standards for Student Conduct. As such, a prank may result in disciplinary consequences as described in the Standards for Student Conduct, including the loss of participation in school activities. Activities include co-

curricular or extracurricular events and graduation and/or commencement ceremonies.

Senior "pranks" and other inappropriate behavior prior to graduation will not be tolerated and will be handled as discipline issues. The school superintendent or his/her designee reserves the right to deny participation in commencement activities for any student whose behavior leading up to the time of graduation violates the DPS Code of Conduct. In the instance that a student loses the privilege to participate in commencement, a diploma will be issued in the week following the commencement ceremony if all other requirements have been met. (Please note: Regardless of grade level, any student participating in a senior "prank" may lose his/her right to participate in his/her commencement exercise.)

Students shall not engage in conduct that is intended to be disruptive of any school activity, function, or process of the school, nor shall they engage in any activity that is dangerous to the health or safety of students or others.

Drug/Alcohol Possession

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](#) of the Code of Virginia and in [21 U.S.C., Section 812](#), imitation controlled substance as defined in [§18.2-248](#) of the Code of Virginia.

A recommendation for long-term suspension or expulsion will be recommended for DPS students found guilty of possession of marijuana and/or alcohol after the first instance. 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.

The 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 a forty-five-day alternative placement. The student may also be required to attend a drug education class and 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.

Category F: Persistently Dangerous (PD) Behaviors described in Virginia's Unsafe School Choice Policy required by federal law

- Physical sexual aggression and/or forcing another to engage in sexual activity
- Stealing money or property using weapons or dangerous instruments
- Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)
- Possession of a firearm or destructive device as defined in [§22.1-277.07](#)

Physical sexual aggression and/or forcing another to engage in sexual activity

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.

Weapons

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

In accordance with [§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 Virginia 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 explosions of a combustible material or the frame or receiver of any such weapon. "Firearm" does not include any pneumatic gun.

As defined by Virginia 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 Virginia Code [§18.2-308.1](#), 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 materials; 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 charka, nunchuck, 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 weapon of the like kind as those defined above.

Pursuant to Virginia 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 short gun 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 Virginia 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 is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device.



RESPONSES TO STUDENT BEHAVIORS



Leveled Systems of Prevention, Intervention, and Disciplinary Responses

In an effective approach to intervention and discipline, when students do not meet behavioral expectations, they receive support to address the root causes of the behavior and learn appropriate alternatives. When a specific student's behavior does not change following an intervention—or the behavior increases in frequency, intensity, or duration—a problem-solving approach identifies alternative interventions and responses. All stages of a system of intervention should include opportunities for learning acceptable replacement behaviors within the school and community and access to interventions to address the underlying causes of behavior.

Delivering disciplinary responses to unwanted behaviors is often a needed but never sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of a more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies as described earlier in this document. The delivery of disciplinary responses should only serve four key functions:

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

This Student CORES outlines behaviors that impede academic progress, disrupt the learning environment, and create unsafe conditions. These behaviors require teachers and administrators to take appropriate actions which should include interventions and/or consequences.

The Student CORES 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 Student CORES violation, a principal or principal's designee 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 is 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 at the school has occurred. If the parent fails to attend the scheduled conference, the student will receive unexcused absences which may result in a referral to the division truancy officer. This referral could lead to a petition being filed to the Juvenile and Domestic Relations Court.

Who Recommends Long-Term Suspension or Expulsion?

The superintendent or his/her designee reserves the authority, either on the recommendation of a principal, to impose or recommend to the School Board the suspension or expulsion of a student for any length of time, when required by the Student CORES.

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 Student CORE or imposed by a principal or other persons, regardless of whether the violation is an initial or a repeated violation.

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



Student Behavior Violation Levels – Elementary

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					
BAP2-Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X					
BAP3-Scholastic dishonest (cheating, plagiarism)	X					
BAP4-Unexcused tardiness to class (cannot receive exclusionary disciplinary sanction)	X					
BAP5-Unexcused tardiness to school (cannot receive exclusionary disciplinary sanction)	X					

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, misrepresentation	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 the Acceptable Use of Technology/internet policy	X	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 as assigned	X	X				
BSO16-Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance).	X	X				

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
RB1-Bullying with no physical injury (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X				
RB2-Cyberbullying (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)		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, hate speech, gang signs 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				
RB10-Failure to respond to questions or requests by staff	X	X				
RB11- Unwanted or inappropriate physical contact (e.g., Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X			



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, using, or under the influence	X	X	X			YES
BSC2-Alcohol: Distributing alcohol to other students		X	X	X		YES
BSC3-Drugs: Possessing drug paraphernalia	X	X	X			
BSC4-Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			
BSC5-Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		X	X	X		
BSC6-Bullying Behavior without physical injury that continues after intervention) Note: Bullying that leads to physical injury should be classified as Assault and Battery.			X	X		
BSC7-Cyberbullying that continues after intervention Note: Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			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 fire 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 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	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	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	X	YES
BSC19-Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	X	X	X	X	X	YES
BSC21-Stalking as described in the <i>Code of Virginia §18.2-60.3</i>			X	X		YES
BSC22- Stealing money or property using physical force (no weapon involved)	X	X				
BSC24-Leaving school grounds without permission (cannot receive an exclusionary response)	X					
BSC25-Trespassing		X	X			
BSC26-Possessing dangerous instruments/substances that could be used to inflict harm upon another		X	X	X	X	
BSC27-Weapon: Possessing any weapon (not including firearms) as defined by school board policy				X	X	

Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BES01-Assault: Intending to cause physical injury to another person	X	X	X	X		
BES02-Assault and Battery: Causing physical injury to another person			X	X	X	YES
BES03-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		
BES04-Striking Staff: The use of force against a staff member when no injury is caused		X	X	X		YES
BES05-Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	YES
BES06-Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	
BES07-Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	YES
BES09-Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X		YES
BES010-Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	X	X	X	X		
BES011-Hazing as defined in §18.2-56 and noted in §22.1-279.6			X	X		
BES012-Threatening, intimidating, or instigating violence, injury, or harm to a staff member (not including written threats)	X	X	X	X		YES
BES013-Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (not including written threats).	X	X	X			
BES014-Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing (reports to law enforcement when victim is staff)	X	X	X	X		YES
BES015-Using any weapon to threaten or attempt to injure school personnel, students, or others					X	YES
BES016-Using an object not generally considered a weapon to threaten or attempt to injure students or others	X	X	X	X	X	YES
BES017-Bomb threat – Making a bomb threat	X	X	X	X	X	YES
BES018- A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to §16.1-260(G)					X	YES



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
PD1-Homicide-Firearm					X	YES
PD2-Homicide-Other Weapon					X	YES
PD3-Sexual Assault					X	YES
PD4-Attempted Sexual Assault					X	YES
PD5-Use of a Bomb					X	YES
PD6-Assault with Firearm or Weapon					X	YES
PD7-Actual or Attempted Robbery				X	X	YES
PD8-Kidnapping/Abduction					X	YES
PD9-Malicious Wounding without a Weapon					X	YES
PD10-Aggravated Sexual Battery on a Student					X	YES
PD11-Illegal Possession of Handgun					X	YES
PD12-Illegal Possession of Rifle or Shotgun					X	YES
PD13-Illegal Possession of Any Other Projectile Weapon					X	YES
PD14-Illegal Possession of Bomb					X	YES
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 §18.2-433.1 , or chemical bombs per §18.2-87.1					X	YES
PD16- Illegal Possession of Controlled Drugs and Substances with intent to Distribute or Sell					X	YES

Reminder: When law enforcement notification is required, school administrators should also notify the DPS Chief of Schools and Director of Safety and Security.

Student Behavior Violation Levels – Secondary (6-12)

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 dishonesty (cheating, plagiarism)	X	X				
BAP4-Unexcused tardiness to class (cannot receive exclusionary disciplinary sanction)	X	X				
BAP5-Unexcused tardiness to school (cannot receive exclusionary disciplinary sanction)	X	X				

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, misrepresentation	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)	X	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	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 the 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				

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 [See Link: Model Policy to Addressing Bullying in Virginia's Public Schools]	X	X				
RB2-Cyberbullying (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)		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	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	X			
RB8-Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	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 requests by staff	X	X	X			
RB11- Unwanted or inappropriate physical contact (e.g., Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X	X	X	



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, using, or under the influence	X	X	X			YES
BSC2-Alcohol: Distributing alcohol to other students		X	X	X		YES
BSC3-Drugs: Possessing drug paraphernalia	X	X	X			
BSC4-Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			
BSC5-Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		X	X			
BSC6-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.		X	X	X		
BSC7-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.			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 fire 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	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 damage to property	X	X	X			
BSC17-Shoving, pushing, striking a student with no visible injury	X	X	X			
BSC18-Exposing body parts, lewd or indecent public behavior	X	X	X	X	X	YES
BSC19-Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	X	X	X	X	X	YES
BSC21-Stalking as described in the <i>Code of Virginia</i> section §18.2-60.3				X	X	YES
BSC22- Stealing money or property using physical force (no weapon involved)	X	X	X			
BSC24-Leaving school grounds without permission (cannot receive an exclusionary response)	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 any weapon (not including firearms) as defined by school board policy				X	X	YES


Category E: Behaviors that Endanger Self or Others (BES0) 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
BES01-Assault: Intending to cause physical injury to another person		X	X	X		
BES02-Assault and Battery: Causing physical injury to another person			X	X	X	YES
BES03-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	
BES04-Striking Staff: The use of force against a staff member when no injury is caused				X	X	YES
BES05-Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	YES
BES06-Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications				X	X	
BES07-Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications				X	X	YES
BES09-Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X	YES
BES010-Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	X	X	
BES011-Hazing as defined in §18.2-56 and noted in §22.1-279.6					X	
BES012-Threatening, intimidating, or instigating violence, injury, or harm to a staff member (not including written threats)		X	X	X	X	YES
BES013-Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (not including written threats).	X	X	X	X		
BES014-Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing (reports to law enforcement when victim is staff)	X	X	X	X		YES
BES015-Using any weapon to threaten or attempt to injure school personnel, students, or others					X	YES
BES016-Using an object not generally considered a weapon to threaten or attempt to injure students or others				X	X	YES
BES017-Bomb threat – Making a bomb threat				X	X	YES
BES018-A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to §16.1-260(G)					X	YES

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
PD1-Homicide-Firearm					X	YES
PD2-Homicide-Other Weapon					X	YES
PD3-Sexual Assault					X	YES
PD4-Attempted Sexual Assault					X	YES
PD5-Use of a Bomb					X	YES
PD6-Assault with Firearm or Weapon					X	YES
PD7-Actual or Attempted Robbery				X	X	YES
PD8-Kidnapping/Abduction					X	YES
PD9-Malicious Wounding without a Weapon					X	YES
PD10-Aggravated Sexual Battery on a Student					X	YES
PD11-Illegal Possession of Handgun					X	YES
PD12-Illegal Possession of Rifle or Shotgun					X	YES
PD13-Illegal Possession of Any Other Projectile Weapon					X	YES
PD14-Illegal Possession of Bomb					X	YES
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 §18.2-433.1 , or chemical bombs per §18.2- 87.1					X	YES
PD16- Illegal Possession of Controlled Drugs and Substances with intent to Distribute or Sell					X	YES

Reminder: When law enforcement notification is required, school administrators should also notify the DPS Chief of Schools and Director of Safety and Security.

In all cases, the school administrator may use their discretion and judgement to determine final responses. In determining which responses are most appropriate, the following shall be considered:

- nature and seriousness of the violation,**
- student age, repeated offenses, and previous disciplinary record,**
- exceptionalities, communication and language differences, and/or**
- any other relevant circumstances.**

Level 1 Offenses	
Minor incidents which do not result in the removal or exclusion of a student or low-impact classroom or common space behavior violations.	
Intervention and Prevention Strategies	Disciplinary Response Guidelines
<ul style="list-style-type: none">• Re-teaching or modeling desired behavior• Recognize/Reward appropriate behavior• Administrator/Student conference and/or• Administrator/Student/Teacher conference• Written reflection or letter of apology• Peer mediation or conflict resolution• Behavior progress chart• Community service (appropriate to correct the behavior)• Restitution• Seat change- environmental modifications• Loss of school privileges• Confiscation by the administration• Administrator/Teacher/Parent/Guardian conference• Detention (before school, at lunch, after school)• De-escalation strategies• Monitor behavior progress.• Student support peer/buddy	<ul style="list-style-type: none">• When a student engages in low-impact behaviors, teachers’ “first response”; i.e low-key, respectful, and invitational moves that aim to redirect/re-engage the student.• Parent/guardian notification 

Level 2 Offenses

Persistent low-impact or more serious behavior violations that occur in the classroom or common spaces.

Intervention and Prevention Strategies

- Administrator/Teacher/Parent/Guardian Conference
- Alternative to Suspension Program (ASP)
- Behavior agreement (developed with and signed by the student, parent/guardian, and school officials)
- Behavior Intervention Plan (Special Education)
- Behavior Support Plan (General Education)
- Check-In/Check-Out
- Community service
- Functional Behavioral Assessment (Special Education)
- Mediation
- Revocation of privileges
- Referral for community-based services
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, Community in Schools, SBIT)
- Referral to Individualized Education Plan (IEP) team.
- Schedule change
- Temporary loss of privileges
- In-school suspension with behavioral interventions

Disciplinary Response Guidelines

- Administrative meeting with student
- Detention (before school, at lunch, after school)
- Discipline referral
- Parent/guardian notification
- Student meeting with an administrator



Level 3 Offenses

More serious behavior violations as determined by their severity and frequency which may result in the exclusion of the student from the classroom or school.

Intervention and Prevention Strategies

- Administrator/Teacher/Parent/Guardian Conference
- Alternative to Suspension Program (ASP)
- Behavior agreement (developed with and signed by the student, parent/guardian, and school officials)
- Behavior Intervention Plan (Special Education)
- Behavior Support Plan (General Education)
- Community service
- Functional Behavioral Assessment (Special Education)
- Mediation
- Revocation of privileges
- Referral to alternative education programs
- Referral for community-based services
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, Community in Schools, SBIT)
- Short-term out-of-school suspension with conference upon return students with restorative circle or conference upon return
- Substance use and intervention program referral

Disciplinary Response Guidelines

- Administrator meeting with student
- Administrator meeting with parent/guardian
- Detention (before school, at lunch, after school)
- Discipline referral
- In-school suspension
- Out-of-school suspension
- Parent/guardian notification
- Recommendation for long-term suspension
- Referral to law enforcement, where required



Level 4 Offenses

Repetitive or high-impact violations that involve verbal or physical violence and that may have a destructive or disruptive impact on the school community.

Intervention and Prevention Strategies

- Behavior agreement (developed with and signed by the student, parent/guardian, and school officials)
- Long-term revocation of privileges
- Referral for community-based services
- Restitution via written contract
- Threat Assessment as indicated by the behavior

Disciplinary Response Guidelines

- Administrative meeting with parent/guardian
- Discipline referral
- In-school suspension
- Out-of-school suspension
- Recommendation for long-term suspension or expulsion
- Referral to law enforcement as required

Level 5 Offenses

Behaviors that present a clear level of threat and harm to the school community.

Intervention and Prevention Strategies

- Behavior agreement (developed with and signed by the student, parent/guardian, and school officials)
- Long-term revocation of privileges
- Referral for community-based services
- Restitution via written contract
- Threat Assessment as indicated by the behavior

Disciplinary Response Guidelines

- Administrative meeting with parent/guardian
- Discipline referral
- In-school suspension
- Out-of-school suspension
- Recommendation for long-term suspension or expulsion
- Referral to law enforcement as required



Disciplinary Responses to School Bus & Transportation Violations

1st offense - Parent/guardian notification

2nd offense - Parent/guardian conference

3rd offense - Bus suspension of up to 5 days

4th offense - Bus suspension of up to 10 days



Disciplinary Responses to Class Tardies or Not Going to Class as Assigned

By 3rd Offense

- Administrative verbal warning
- Problem-solve potential barriers (locker issues, hallway traffic, etc.)
- Parent notification

By 5th Offense

- Administrative written warning
- Parent notification
- Administrative or teacher detention (i.e. after school, lunch or Saturday)

By 7th Offense

- Additional detention
- Parent conference
- Behavior Agreement w/ academic impact review
- Loss of privileges (i.e. hall pass restrictions, etc.)



Note: Continued non-compliance may be considered a violation of BS03 - Refusal to comply with the requests of staff and may result in an in-school or out-of-school suspension assignment.

Protocol for Unexcused Tardiness to School and Early Check-outs from School

3rd Occurrence

- Administrative written reminder
- Parent notification

5th Occurrence

- Administrative conference with student and parent
- Academic impact review
- Loss of privileges

7th Occurrence

- Attendance contract
- Additional loss of privileges



Note: Continued non-compliance may be considered a violation of BS03 - Refusal to comply with the requests of staff and may result in an in-school or out-of-school suspension assignment.

Tiered Approach to Vaping Violations

1st offense

Option #1

- Confiscate of device
- In-school Suspension and/or attend intervention class
- Administrative conference with parent and student
- Behavior Agreement w/ 90 day probation

Option #2

- Confiscate of device
- Up to 3 days out-of-school suspension

2nd offense

- Confiscate of device
- Up to 5 days out-of-school suspension
- Administrative conference with parent and student
- Develop or review/modify Behavior Agreement
- Loss of school privileges for a defined period

3rd offense

- Confiscate of device
- Up to 7 days out-of-school suspension
- Loss of additional school privileges for a defined period

4th offense

- Confiscation of device
- 10 day out-of-school suspension with recommendation for long-term suspension



VIOLATIONS & DUE PROCESS PROCEDURES



Violations

Disciplinary Violations

In any situation where a violation of this code is alleged, the principal or his/her designee must (a) provide the student with notice of the alleged offense, (b) hear the student's explanation, and (c) if deemed necessary by the principal, further investigate the matter.

Prosecution as Adults

Certain violations that must be reported to law enforcement agencies may subject the student to prosecution as an adult whenever a student is fourteen (14) years of age or older in accordance with [§16.1-269.1](#) of the Code of Virginia.

Acts in the Community

Any student for whom the Superintendent receives a report pursuant to [§16.1-305.1](#) of the Code of Virginia of an adjudication of delinquency or a conviction may be suspended or expelled from school attendance in accordance with procedures outlined in [§22.1-277](#) of the Code of Virginia. Any act in the community that may cause a disruption or safety concern in the school may warrant disciplinary action. There will be a mandatory Discipline Hearing for students who

commit violent acts in the school and/or community [§16.1-260\(G\)](#).

Readmission Procedure after Detention Commitment

[§16.1-293](#). The Department of Juvenile Justice shall notify the school division superintendent in the locality where the juvenile was enrolled of his commitment to a facility. The court services unit shall, in consultation with the Department of Correctional Education, the local school division, and the juvenile correctional counselor, develop a re-enrollment plan if the juvenile is of compulsory school attendance age or is eligible for special education services pursuant to [§22.1-213](#). The re-enrollment plan shall be in accordance with regulations adopted by the Board of Education pursuant to [§22.1-17.1](#). The superintendent shall provide the juvenile's scholastic records, as defined in [§22.1-289](#), and the terms and conditions of any expulsion which was in effect at the time of commitment or which will be in effect upon release. A court may not order a local school board to re-enroll a juvenile who has been expelled in accordance with the procedures set forth in [§22.1-277.06](#). At least fourteen days prior to the juvenile's scheduled release, the Department shall notify the school division superintendent in the locality where the juvenile will reside [§16.1-287](#).

Chronic Disciplinary Infractions

A “chronic disciplinary infraction” is a pattern of behavior(s) which interfere with the learning process and which are likely to recur, including but not limited to, willful and persistent violation of the Student CORES.

Notification of Parent or Guardian of Chronic Disciplinary Infractions

Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal, or designee, shall:

1. Notify by telephone call and by either certified mail or statutory overnight delivery with return receipt requested or first-class mail to the student’s parent or guardian of the disciplinary problem. Notification by telephone includes but is not limited to:
 - Leaving a message on voicemail at the telephone number(s) the school administration has for the parent or guardian.
 - Leaving a message at the telephone number(s) the school administration has for the parent or guardian with the individual who answers the phone.
 - Attempting to call the telephone number(s) the school administration has for the parent or guardian on at least three different occasions if there is no answer and no method to leave a message.
2. With the discretion of the principal or designee, invite a parent or guardian to observe the student in a classroom situation (with the principal or designee); and
3. A telephone log documenting the phone number(s) called, the date called, and the result of the call may be presented to a tribunal panel to consider as evidence of notification by telephone.
4. Request at least one parent or guardian to attend a conference with the principal or the teacher or both to devise a disciplinary and behavioral correction plan.

Due Process Procedures

Out of School Suspensions and Expulsions

A. Suspensions of Ten Days or Fewer

1. Students may be suspended from school for 1/2 day up to ten days by the school principal or assistant principal. Except as provided in subsection C or [§22.1-277.07](#), 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 Department.
2. Prior to imposing the suspension, the principal or assistant principal must notify the student of the charges against the student. If the student denies the charges, the student must be given an explanation of the facts as known to school personnel and be provided an opportunity to present his/her version of the facts. If necessary, the principal or assistant principal may conduct a further investigation into the matter.
3. Students who pose a continuing danger to persons or property may be removed from school immediately. The notice of charges, explanation of facts, and opportunity for the student to present his/her version of what occurred shall be provided as soon as practical.

4. Upon suspension from school of any student, the principal or assistant principal shall report the facts of the case in writing to the Superintendent or his/her designee, the student, and the student's parent(s) on a form approved by the Superintendent. The letter of suspension must be given to the student at the time of suspension and must be sent to the Superintendent and parent within twenty-four hours. The letter of suspension sent to the parent or guardian shall include:

- the length of suspension;
- the student's right to return upon expiration of the suspension;
- information about the availability of community-based alternatives or other educational options. (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)
- Information regarding the parent/guardian's right to appeal to the Principal

5. The parent/guardian may present a written request within (3) school days to the school principal to appeal against the short-term suspension. The parent/guardian and principal meet to consider the appeal. The principal renders his/her final decision and gives the parent/guardian notice of that decision.

6. If the parent/guardian disagrees with the principal's decision, he/she may present a written request within (3) school days to the Disciplinary Hearing Officer for an appeal. Upon request, the Disciplinary Hearing Officer shall review the evidence and the action taken by the principal or assistant principal. The decision of the Disciplinary Hearing Officer will be final.

7. Students with disabilities will be disciplined according to applicable state and federal laws.

B. Suspensions in Excess of Ten Days

A student may be expelled or suspended from attendance at school for more than ten 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 days or expulsion is appropriate, he/she shall provide written notice to the pupil and his parent of the proposed action, the reasons for the action, the right to appeal to the principal, and the right to a hearing before the Disciplinary Hearing/Review Officer. This right shall also provide for an appeal of the decision to the Discipline Review Committee. Such an appeal shall be decided by the Discipline Review Committee within two days.

Upon determination that a suspension in excess of ten days is to be recommended, the principal must contact the Office of Student Support Services within one school day of the incident. A copy of the letter shall be forwarded to the Disciplinary Hearing/Review Officer who shall arrange a time and a place for a hearing and notify the parent(s) and the principal. If the student is a student with a disability or has a 504 Plan, the school will conduct a Manifestation Determination Review (MDR) prior to the date of the Hearing.

1. Procedures for Disciplinary Hearing

a. The Disciplinary Hearing/Review Officer shall conduct a hearing.

b. At the hearing, the principal or his/her designee shall present evidence in support of the school's recommendation. Likewise, the student, his/her parent(s), or representative may present any evidence to support the student's position.

c. The Disciplinary Hearing/Review Officer may either return the student back to the base school, uphold or modify the recommendation of the principal. As part of its decision, the Disciplinary Hearing/Review Officer may require any student to attend an alternative education program as provided in Section 3 (D) of the Standards for Student Conduct.

- d. A letter shall be sent to the parent(s) informing them of the Disciplinary Hearing/Review Officer's decision and of their right to an appeal to the Discipline Review Committee. A copy of this letter shall be sent to the Superintendent or designee, and to the principal.
- e. The student or his/her parent(s) may appeal a decision of suspension in excess of ten days to the Superintendent or designee. The student or his/her parent(s) shall notify the Disciplinary Hearing/Review Officer in writing of his/her intent to appeal within five school days from the date of the letter. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal. The student will remain suspended pending the disposition of the appeal.
- f. All appeals shall be decided by Superintendent or designee within two days from the date of the appeal hearing.
- g. The parent has the right to appeal in writing the decision of the Superintendent or designee to the Danville Public Schools Board of Education within 10 days of notification of the appeal decision.

2. Procedures for Appeal Review by the School Board

- a. Appeals to the School Board will be decided by the members of the board present at the hearing. The School Board may by majority vote uphold, modify or deny the decision of the Disciplinary Review Committee. In addition, the School Board may require any student to attend an alternative education program as provided in Section 3 (D) of the *Standards for Student Conduct*.
- b. School Board appeals shall be decided within thirty days.
- c. The School Board shall transmit by mail its decision to the student, his/her parent(s), the principal, the Office of School Safety and Security, and the Superintendent.

3. Readmission Procedures for Suspensions in Excess of Ten Days

- a. Students suspended in excess of ten days shall be readmitted after serving their full length of suspension and successfully completing a rehabilitation plan approved by the Superintendent or designee.

Expulsion Procedures

Students may be expelled from school (See Definitions/Consequences) after written notice to the pupil and his/her parent(s) of the proposed action. The written notice shall also notify the pupil and his parents of the reasons for the expulsion, the right to appeal to the principal, the right to attend a review hearing by the Disciplinary Hearing/Review Officer.

Within ten days of the date of the notice, the Disciplinary Hearing/Review Officer will hold a hearing to review the recommendation of expulsion. The same procedures as provided in section B (1) for long-term suspension will be followed by the Disciplinary Review/Hearing Officer.

A letter shall be sent to the parent(s) informing them of the Disciplinary Hearing/Review Officer's decision and of their right to an appeal to the Superintendent or designee within five days.

Upon the decision of the Superintendent or designee, the parent or student may appeal to the Danville Public Schools Board of Education within 10 days of notification.

1. Procedures for Expulsion Hearing by the School Board

- a. The School Board shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the School Board.

- b. The School Board may ask for opening statements from the principal or his/her representative and the student or his/her parent(s) (or their representative) and, at the discretion of the School Board, may allow closing statements.
- c. The parties shall then present their evidence. The principal shall present his/her evidence first. Witnesses may be questioned by the School Board members and by the parties (or their representatives). The School Board may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for the presentation of any material or relevant evidence. The parties shall have the opportunity to examine witnesses; however, the School Board may take the testimony of student witnesses outside the presence of the student, the parent(s) and their representative if the School Board determines that such action is necessary to protect the student witnesses.
- d. The parties shall produce such additional evidence as the School Board may deem necessary. The School Board shall be the judge of the relevancy and materiality of the evidence. The rules of evidence shall not apply.
- e. The School Board may, by majority vote, uphold, modify or deny the expulsion. In addition, the School Board may require any student to attend an alternative education program as provided in Section 3 (D) of the *Standards for Student Conduct*
- f. The School Board shall transmit by mail its decision to the student, his/her parent(s), the principal, the Office of Pupil Support Services, and the Superintendent.
- g. The Chairperson of the School Board shall set time limits for each hearing.

D. Disciplinary Assignment Authority of School Board

The School Board may require any student to attend an alternative education program, including but not limited to night school, adult education, or any other educational program designed to offer instruction to students for whom the regular program of instruction may be inappropriate. Reasons for such a

requirement include the following:

Being 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;

- a. being found guilty or not innocent of a crime which resulted in or could have resulted in injury to others, or of a crime for which the disposition ordered by a court is required to be disclosed to the Superintendent of the school division pursuant to [§16.1-305.1](#) of the Code of Virginia;
- b. being found to have committed a serious offense or repeated offenses in violation of School Board policy;
- c. being expelled for any Level 5 offense.

The School Board may require students to attend such programs regardless of where the offense occurred.

Students who have received three or more long-term suspensions, an expulsion or two long-term suspensions in a single school year may be required by the Superintendent or designee to attend the Regional Alternative School after serving their full length of suspension.

The School Board authorizes the Superintendent or his/her designee to require students to attend an alternative education program consistent with the provisions of this section after:

- a. giving written notice to the student and his parent that the student will be required to attend an alternative education program
- b. notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the Superintendent or his/her designee regarding such placement.

The decision of the Superintendent or his/her designee shall be final unless a written petition requesting a review of the record by the School Board is filed by the student or his parents within ten days of that decision.

Upon a timely written petition, the School Board shall review on the record the decision of the Superintendent or his/her designee within thirty days.

E. Readmission Procedures after Expulsion

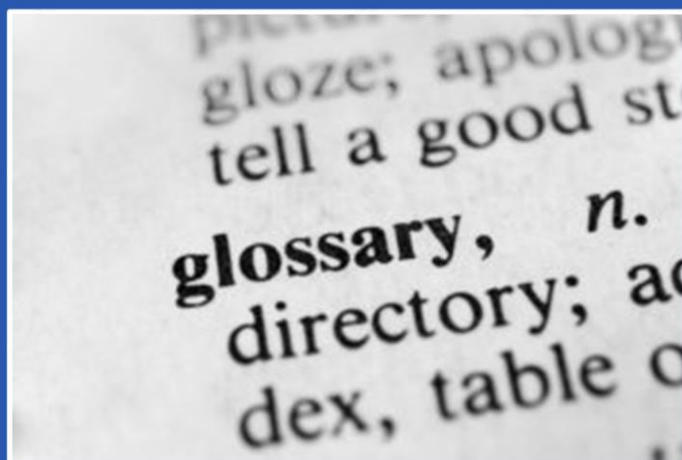
1. Readmission and placement shall be considered by the School Board for students who have been expelled.
2. Students expelled for 365-days shall be readmitted after serving their full length of expulsion, successfully completing an individualized rehabilitation plan which will be reviewed by the Superintendent and his/her designee, and submitting a written request by the parent. Evidence of successful completion of the rehabilitation plan will be the responsibility of the student and parent(s) before readmission will be recommended.
3. The Office of Pupil Support Services shall submit a written request to the Superintendent requesting school placement for the student. The current address and telephone number of the parent(s) shall be included.
4. The readmission request shall be presented by the Superintendent or designee to the School Board.
5. The parent(s) and the student shall be notified by mail of the School Board action on the readmission request within five days after the School Board decision.

F. Students Attempting Enrollment after Suspension or Expulsion from Other School Divisions

It is necessary to provide and maintain an atmosphere conducive to learning that is characterized by responsible behavior. The following procedures will be used when new students request to be enrolled in the Danville Public Schools:

1. The Danville Public Schools will require a form signed by the parent and the student stating that the student is not currently under suspension or expulsion from the school last attended.
2. The principal or designee will call the sending school to confirm that the information on the student form is correct and to ask for either a written statement to that effect or that the student's discipline record be sent along with the student's cumulative records.
3. Students who have not satisfied the terms of an expulsion or suspension from the last school that they attended will be required to meet those requirements in accordance with the Danville Public Schools' *Standards for Student Conduct* before entering the Danville Public Schools. Placement in an alternative school may be considered as an alternative to suspension. The School Board may deny school admission to a student who has been expelled or has been placed on a long-term suspension of more than thirty calendar days by another School Board or a private school, either in Virginia or another state, or whose admission has been withdrawn by a private school in Virginia or another state.
4. If there is reason to believe that the student has been suspended or expelled from another school based on information obtained, he or she may be required to attend an alternative school until such time that records have been received.
5. If the principal recommends that the student be suspended or expelled based on discipline offenses in the sending school division, a hearing board shall be convened within ten school days to determine the appropriate actions in accordance with the Danville Public Schools *Standards for Student Conduct*.
- G. Notice of Legal Representation
If a student is represented by legal counsel, the student or student's counsel must notify the Superintendent's office.

GLOSSARY OF TERMS & FORMS



Aggravating Circumstances	As defined by the Virginia Department of Education, such includes: (i) misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s), as determined by a threat assessment; or (ii) the student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or (iii) the student engaged in a serious offense that was persistent and unresponsive to targeted interventions as documented through an established intervention process. <i>The Code of Virginia</i> requires that the above also includes consideration of the student's disciplinary history.
Arson	Unlawfully and intentionally damage, or attempt 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.
Assault/Battery	An actual and intentional touching or striking of another against his or her will or intentionally causing bodily harm to an individual. When one individual physically attacks or "beats up on" another individual. Includes an attack with a weapon or one that causes serious bodily harm to the victim.
Attendance Offense	Violation of state, school division, or school policy relating to attendance.
Bell to Bell	After the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the school day. "Bell to bell" includes lunch and time in between class periods.
Bomb Threat	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 a school building or school property, or to harm students or staff. Intentionally making a false report of potential harm from dangerous chemicals or biological agents.
Breaking and Entering / Burglary	The entry into a school building or other school property with the intent to commit a crime.

Bullying / Cyber-bullying	Repeated negative behaviors, either physical, or mental, that target a specific victim. Behaviors may include, but are not limited to, threats, verbal, written abuse, physical abuse, harassment, and ethnic or gender slurs, targeting a specific victim. Also, may include the use of information and communication technologies, such as cell phone text messages and pictures, internet e-mail, social networking web sites, defamatory personal web-sites, and defamatory online personal polling web sites to support deliberate, hostile, behavior intended to harm others.
Bus-Related Offenses	School board policy should clearly communicate that rules governing student conduct apply not only at school, but also on a school vehicle, while on a school-sponsored trip, and on the way to and from school, including at the bus stop.
Cheating	The unauthorized use of the work of another person for academic purposes or the inappropriate use of notes or other material in the completion of an academic assignment.
Communication Devices	The use of any communication device including but not limited to: cellular phone walkie-talkies, digital cameras, iPods, iPads/tablets, digital watches, other electronic and/or other communication devices.
Contraband Material/Electronic Devices	Any property for which the possession is prohibited on school campus and for which the intent is non-threatening (examples include but are not limited to: lasers, lighters, matches, water guns, cameras or electronic devices, etc.)
Destruction of Property	The willful and/or malicious destruction of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. The School Board has the right to seek reimbursement from the student or student's parent/guardian. This offense shall also encompass the unwanted adulteration of an individual's food or beverage.
Drug Paraphernalia	All equipment, products and materials of any kind which are designed to contain, conceal, inject, ingest, inhale or otherwise introduce into the human body any controlled substance.
Drug Violation	Use, possession, transportation, or importation of any schedule I or II drug or marijuana or anabolic steroid.
	Use, cultivation, manufacture, purchase, possession, transportation, or importation of any inhalants or substances represented as drug look-alikes.
	Taking or attempted taking of drugs prescribed to another.
	Possession with intent to distribute, sell or solicit any schedule I or II drug, or marijuana, or anabolic steroid.
	Use, possession, with intent to distribute, sell or solicit any controlled drug or narcotic substance not specified in previous drug categories.
	Use, distribution, sale, solicitation, purchase, possession, transportation, or importation of over-the-counter medication.
	Unlawfully using, cultivating, manufacturing, purchasing, possessing, transporting, or importing any inhalants.
Fighting	Mutual participation in an incident involving physical violence, where there is no/or minor injury. May include, but not be limited to, the following: scrape on body (e.g., knee, elbow, hand, etc., minor bruising)
Firearm	A weapon capable of firing a missile or projectile, including, but not limited to, a pistol or rifle; include air rifles, B.B. guns.
Fireworks	Any substance of whatever form or construction that contains an explosive or inflammable compound or substance that is intended or commonly known as fireworks and which explodes, rises into the air or travels laterally or fires projectiles into the air (examples include but are not limited to: firecracker, torpedo, skyrocket or bottle rocket).
Forgery	The making of a false or misleading written communication or signature to a School Board employee.
Gambling	The means and making, placing or receipt of any bet or wager of money or other thing of value dependent upon the result of a game, contest, or any other event with an uncertain outcome.
Gang Activity	Gang means any ongoing organization, association, or group, whether formal or informal, which has as one of its primary objectives or activities the commission of criminal gang

	activities. This definition includes identifiable names, signs, symbols or clothing that represents gang associations, rituals, or activities. Students may not encourage gang activity, recruitment, or participation in such activity by the display of symbols, graffiti, or other gang identifiers. Students may not solicit, invite, recruit, or encourage another to actively participate in a gang or gang activity.
Harassment	Verbal or physical conduct relating to an individual (including, but not limited to, disability, age, sex, race, creed, national origin, color, marital status, pregnancy, etc.) that creates an intimidating, hostile or offensive working or learning environment.
Hazing	Committing an act or acts against a student or coercing a student to commit an act that creates risk of harm to a person in order to be initiated into a student organization or class.
Homicide	Any death resulting from causes other than accidentally self-inflicted or suicidal against a staff member involving a firearm.
	Any death resulting from causes other than accidentally self-inflicted or suicidal against a student involving a firearm.
	Any death resulting from causes other than accidentally self-inflicted or suicidal against a staff member involving a weapon.
	Any death resulting from causes other than accidentally self-inflicted or suicidal against a student involving a weapon.
Imitation Controlled Substance	A pill, capsule, tablet or other item which is not a controlled substance, but by unit, appearance, color, size, shape or marketing is intended to lead, or would lead, a reasonable person to believe that such is a controlled substance-
Kidnapping	Seizure, transportation, and /or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian. This category includes hostage-taking.
Making a Threat / Intimidation against Staff	Making an impulsive threat by statement or action without attempting to carry out the threat, without creating fear of immediate harm, without displaying a weapon, and with subsequent recognition of the inappropriateness of the act. Need to consider the context of the incident, age, developmentally appropriate behavior, and disability status.
Making a Threat / Intimidation against Student	Making an impulsive threat by statement or action without attempting to carry out the threat, without creating fear of immediate harm, without displaying a weapon, and with subsequent recognition of the inappropriateness of the act. Need to consider the context of the incident, age, developmentally appropriate behavior, and disability status.
Posing a Threat / Intimidation Against Staff	Unlawfully placing a staff member in fear of bodily harm through physical, verbal, written or electronic threats which immediately creates fear of harm without displaying a weapon or subjecting the person to actual physical attack. Need to consider age, developmentally appropriate behavior, and disability status before using this category. Requires referral to a threat assessment team.
Posing a Threat / Intimidation Against Student	Unlawfully placing a student in fear of bodily harm through physical, verbal, written or electronic threats which immediately creates fear of harm without displaying a weapon or subjecting the person to actual physical attack. Need to consider age, developmentally appropriate behavior, and disability status before using this category. Requires referral to a threat assessment team.
Profane, Obscene, or Abusive Language or Materials	The use of either oral or written language including racial slurs, gestures, objects or pictures which are disrespectful or socially unacceptable and which tend to disrupt the orderly school environment, a school function or extracurricular/co-curricular activity.
Rape (Sexual Offense –Forcible Assault)	Sexual penetration (e.g., oral, anal, or vaginal) against a staff member without consent.
	Sexual penetration (e.g., oral, anal, or vaginal) against a student without consent. This category also includes statutory rape, which is defined as sexual penetration with or without the consent of a minor.
	Attempted sexual penetration (e.g., oral, anal, or vaginal) against a staff member without consent.
	Attempted sexual penetration (e.g., oral, anal, or vaginal) against a student without consent. This category also includes statutory rape, which is defined as sexual penetration with or without the consent of a minor.

Sexual Battery – Aggravated	A person sexually abuses a victim: who is less than thirteen years of age, or the act is accomplished against the will of the victim, by force, threat or intimidation, or through the use of the victim’s mental incapacity or physical helplessness, and – the victim is at least thirteen but less than fifteen years of age, or the accused causes serious bodily or mental injury to the victim, or the accused uses or threatens to use a dangerous weapon. Sexual Abuse means an act committed with the intent to sexually molest, arouse, or gratify any person where: the accused intentionally touches the victim’s intimate parts, or material directly covering such intimate parts; the accused forces the victim to touch the victim’s intimate parts or material directly covering such intimate parts.
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, 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.
Smart Device	Any personal electronic device that can connect to the Internet and wirelessly collect, process, and transmit data, including smart watches and tablets.
Sportsmanship	Violation of the Sportsmanship policy.
Stalking	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.
Tardiness	Late arrival to school or class.
Theft Offenses (no force or threat)	The taking, carrying, leading or riding away of property from the possession of another person. May include pocket picking, purse snatching, theft from building, from motor vehicles or from coin-operated machines.
Threats: Intimidation	Unlawfully placing a student or staff member in fear of bodily harm through physical, verbal, written, or electronic threats that immediately create 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.
Trespassing	To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus, or function.
Use / Influence of Alcohol / Drugs	Any student who has taken into their body alcohol, any controlled substance, marijuana, other intoxicant, or any other drug of any nature, not to include prescription or OTC medications administered by a parent/guardian or physician.
Vandalism	The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This category includes graffiti.
Vaping	The use of vapor products, or the act of inhaling or exhaling the resultant vapor or aerosol from a vapor product.
Verbal Confrontation	Showing disagreement, esp. strong disagreement, in talking or discussing; loud or excessive arguing.
Video Graphic or Still Images	Images of a person who is undressed or partially undressed.

Weapon Violation	Possessing or bringing a handgun or pistol to school or to a school event.
	Possessing or bringing a rifle/shotgun to school or a school event.
	Possessing or bringing a toy/look-alike gun to school or school events.
	Possessing or bringing to school or a school sponsored event any weapon that is designed to expel a projectile or may readily be converted to expel a projectile by the action of an explosive, including live ammunition.
	Possessing or bringing to school or a school sponsored event any sharp-edged instrument that is classified as a knife is to be classified as a weapon.
	Possession or representation of any weapon that explodes, or is designed to, or may readily be converted to explode. This includes live ammunition.
	Use of any weapon that is designed to explode with the use of a triggering device and is used as a destructive bomb.
	Possessing or bringing any other weapon that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive to school or school event. Includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, zip, starter gun, BB gun, pellet gun, flare gun, or other like weapons.
	Possession or bringing any weapon, instrument, or object that is designed to, or may readily be converted to inflict harm on another person to school or school event. (such as, but not limited to, mace, tear gas, pepper spray, etc.)
	Other weapon / BB Gun
	Possessing razor blades, box cutters, fireworks, firecrackers, or stink bombs at school or a school event.
	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 temporarily incapacitating a person.





Refusal of Permission

2025-26

Student Name	School
<p>If you <u>DO NOT</u> want the school to release directory information or personal identification information about your child, please notify the school by checking the appropriate box(es), signing, and returning it to the school principal within 15 school days.</p>	
<p><input type="checkbox"/> I do not give permission for the release of directory information concerning my child.</p>	
<p><input type="checkbox"/> I do not give permission for my child's photograph to be used in public media coverage of school events or activities or for my child to be interviewed by the media.</p>	
Parent/Guardian Signature	Date
<p>Note: If you do not return this form signed and dated it will be assumed that you do not object to the release of directory information on your child nor do you object to your child's photograph being used in written or published material including promotional materials and websites.</p>	
<p style="text-align: center;"><u>Protection of Pupil Rights Amendment (PPRA)</u></p> <p>The Protection of Pupil Rights Amendment (PPRA) applies to the programs and activities of a state education agency (SEA), local education agency (LEA), or other recipient of funds under any program funded by the U.S. Department of Education. It governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:</p> <ol style="list-style-type: none"> 1. political affiliations or beliefs of the student or the student's parent; 2. mental or psychological problems of the student or the student's family; 3. sex behavior or attitudes; 4. illegal, anti-social, self-incriminating, or demeaning behavior; 5. critical appraisals of other individuals with whom respondents have close family relationships; 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; 7. religious practices, affiliations, or beliefs of the student or student's parent; or 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program). <p>PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. The rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under state law. You may read more about the PPRA by visiting the following website: https://studentprivacy.ed.gov/faq/what-protection-pupil-rights-amendment-ppra</p>	

Military and Higher Education Information Requests

School divisions must notify parents/guardians that they will release the names, addresses, and telephone numbers of high school students to all recruiters or institutions of high education that request them unless the parent/guardian specifically requests that this information not be released.

VSBA Policy JO Student Records; 20 U.S.C. §7908(a)

Sex Offender and Crimes Against Minors Registry

The Sex Offender and Crimes Against Minors Registry program is statutorily provided through the Code of Virginia §9.1-900. The registry, including the Public Notification Database, is based on the Virginia General Assembly's decision to facilitate access to publicly available information about persons convicted of specific violent and sexual offenses. The Virginia State Police has not considered or assessed the specific risk of re-offense with regard to any individual prior to their inclusion within the registry and has made no determination that any individual included in the registry is currently dangerous.

The Sex Offender and Crimes Against Minors Registry is made available through the internet with the intent to better assist the public in preventing and protecting against the commission of future criminal sexual acts by convicted sex offenders; not to warn citizens about any specific individual. The Sex Offender and Crimes Against Minors Registry can be located at the following website address - www.vspсор.com/search



Acknowledgement of Receipt

Standards for Student Conduct 2025-26

Please sign, date and return to your child's school immediately.

Student Name	School
<p>The following updates have recently been made to the Student CORES handbook and will have an impact on the disciplinary action imposed on your student should they violate the below infractions:</p> <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. Student Attendance – pages 22-23 2. Violations the Cell Phone/Smart Device Policy – page 27-29 3. Fighting, Assault and Battery, and Striking an Employee – pages 35-37 4. Tardies to Class/Not Going to Class as Assigned – page 56 5. Unexcused Tardiness to School or Class/Early Checkout – page 56 6. Vaping – page 57 </div> <p>I acknowledge:</p> <ul style="list-style-type: none"> receipt of the City of Danville School Board's <i>Standards for Student Conduct</i> and understand that printed therein is §22.1-279.3 of the Code of Virginia, "Parent Responsibility and Involvement Requirements" and the City of Danville School Board's student attendance policy. I have reviewed the content. receipt of information regarding the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). that signing below only signifies receipt and review of the <i>Standards for Student Conduct</i>, The Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA); and, furthermore, that by signing this statement of receipt, I am not waiving, but expressly reserving, my rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia, and my right to express disagreement with the school's or school division's policies or decisions. <p><i>To meet certain funding guidelines, Danville Public Schools may periodically survey its students. If you do not want your child to take part in any survey administered by Danville Public Schools, you may sign an opt-out form which is available in the school's main office.</i></p>	
Parent/Guardian Signature	Date
Student Signature	Date
<p>Comments:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	
<p>Parental statement of receipt of notice of requirements of VA Code §22.1-279.3 and the Family Educational Rights and Privacy Act (20 U.S.C. §1232G; 34 CFR PART 99) and the Protection of Pupil Rights Amendment (PPRA) and Danville Public Schools Standards for Student Conduct.</p>	



School Bus/Transportation Conduct Contract 2025-26

Please sign, date and return to your child's school immediately.

Student Name	School
<p><i>For Parents/Guardians</i></p> <p>I have read and understand the regulations for students riding the buses and I agree to comply with the regulations. I understand that the school bus is an extension of the school and classroom; meaning that all policies, rules, and regulations which apply to students in school also apply on the school bus. I understand that the driver is in authority while my student is riding a school bus or other DPS transportation.</p> <p>I understand that riding on school district transportation is not a right, but a privilege which is provided to my child as long as they follow the rules and regulations of the school district. I understand that if my student behaves in an unacceptable or unsafe manner, they may face a temporary or permanent loss of bus riding privileges.</p>	
Parent/Guardian Signature	Date
<p><i>For Students</i></p> <p>I understand that the school bus is an extension of the school and classroom; meaning that all rules that apply to me in school also apply on the school bus. I have read and understand the regulations for students riding the school bus or other transportation provided by DPS and agree to follow the rules and regulations of the school district. I also understand that the driver is in charge of me during the time I am riding on a DPS school bus or other transportation.</p> <p>I understand that riding on school district transportation is not a right, but a privilege. I understand that if I choose to behave in an unacceptable or unsafe manner, I may lose the chance to ride the bus temporarily or permanently.</p>	
Student Signature	Date