

STUDENT CODE OF RESPONSIBLE ETHICS SCORE AT-A-GLANCE

Key takeaways for understanding Richmond Public Schools disciplinary policies.



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

When and Where SCORE Applies

The standards in the SCORE apply to behavior:

- On school property, which includes any RPS owned or leased property, operated by or on behalf of the School Board.
- On the school bus, at designated bus stops, or on direct routes to and from school.
- While participating in, or attending, school-sponsored/related activities, such as field trips, conferences or athletic events.

Levels of Interventions and Responses

SCORE holds students accountable for their behavior. Behaviors are grouped into five levels based on the severity of the behavior. Whenever possible and appropriate, interventions should begin with the lowest level of intervention and/or response. Principals, teachers, school staff, students and parents need to know the intervention and/or response that can be taken when a student misbehaves or substantially disrupts a classroom. SCORE is divided into two sections Grades K-5 and Grades 6-12 to ensure that the age and general maturity of the students are considered.

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

Level 2 administrative responses and interventions are designed as preventative measures to keep the student in school and will depend on behavior severity.

Level 3 behaviors may result in the student's short-term removal from school dependent upon the severity, chronic nature, and safety concerns.

Level 4 behaviors may require reporting to the superintendent's designee and other entities. A referral to the designee may result in a long-term suspension, change of placement, or expulsion. After a review, the designee may return students to the comprehensive setting with additional supports.

Level 5 responses are reserved for those behaviors that require a referral to the superintendent's designee. For students in preschool to third grade, any suspension beyond three days must be referred to the designee. A referral may result in an expulsion, alternative placement, school reassignment, or long-term suspension.

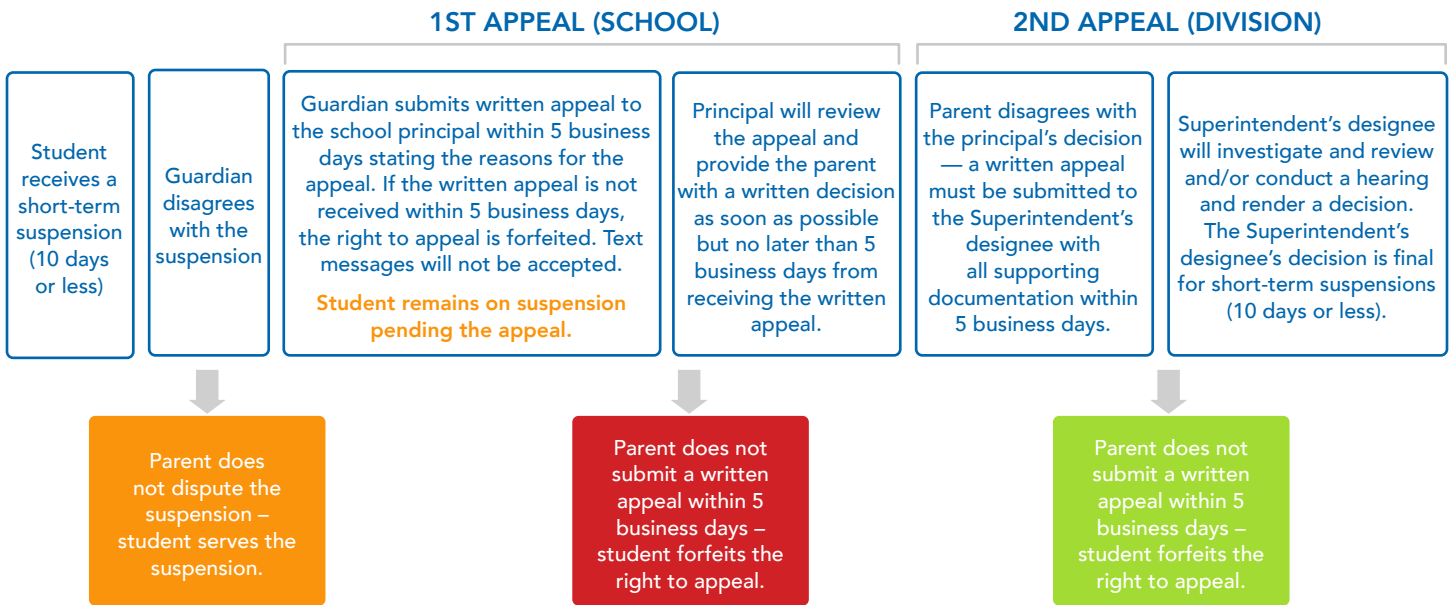
| Level 1 Responses | Level 2 Responses |
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| Guardian receives phone call, letter, or request for conference. | Possible short term removal of student from the classroom. |
| Recognize & reward appropriate Behavior. | Referral to Student Behavior Intervention Team (SBIT). |
| Reteach or modeling desired behavior. | In-school support with behavioral interventions. |
| Check-in and Check Out System. | Behavior contract. |
| Conflict resolution or community building circles. | Peer mediation. |
| Teacher conference with student. | Behavior specialist referral. |
| | Extended school day. |

Full description of behaviors, interventions and responses are located in SCORE pages 10-17.



Procedures for Appealing Out-of-School Suspensions

10 DAYS OR LESS



Student Attendance Policy

Attendance is important to the success of every student — everyday counts! Students shall not be absent from school (for excused or unexcused reasons, excluding suspensions) for **18 or more** school days per year, or; **18 class periods** of a course or **9 school days** for a one semester course.

Guardians must send a note providing dates and explanations for any absence from school, on the day of the student's return to school. If a note is not provided **within 5 school days** of the last day of school missed, the period of absence will be considered unexcused. Excused absence reasons include:

- Personal illness if over 3 days, the school will require a note from the doctor.
- Personal court appearance.
- Death in the family.
- Religious holidays regularly observed by the student.
- Extenuating circumstances, as approved by the school administration.

See pages 35-37 in SCORE for more information on the Attendance Policy.

MAKE-UP WORK

Requesting Make-Up Work: It will be the responsibility of the student and guardian to request missed assignments. A notice of 48 hours is required to provide makeup work for the student. If not available electronically, work may be picked up in the main office.

Completing Make-Up Work: Students will be given at least as many days to turn in completed make-up work as the total days they were absent.

SCORE books can be found at all schools. Please contact your child's school if you have any questions.



Scan Here

To be taken to the full version of SCORE or visit rvaschools.net/score.