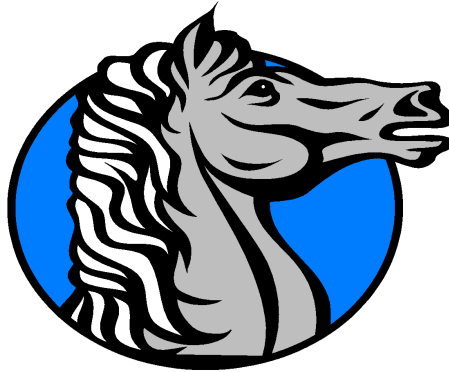


O.T. Bonner Middle School Student Handbook



O.T. Bonner Mission Statement

The O.T. Bonner family (staff, students, stakeholders, and families) will work together to provide every student with a safe, equitable, and appropriate education that is rigorous, relevant, and aligned to state and local standards all while working to remove barriers that might prevent students from being high school ready upon completion of middle school.

O.T. Bonner Vision Statement

All students will leave O. T. Bonner Middle School with the skills and knowledge needed to succeed in high school, graduate on time, and be college/career ready.

- [Acceleration](#)

File: IKEB

ACCELERATION

The curriculum and schedule of elementary, middle, and high schools provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling middle school students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his/her parents or guardians.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses meet the requirements of the Standards of Learning and are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified

unit of credit for these courses, students below ninth-grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such requests shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78. 22.1-253.13:3.

8 VAC 20-131-50.
8 VAC 20-131-51.
8 VAC 20-131-90.

File: IKEB-R

ACCELERATION - REGULATION

I. High School Courses Taken In Middle School

Students receive credit towards graduation for high school courses taken in middle school. These credits count toward credits in the required sequences as well as toward the total number of credits required for graduation. Before starting the course, parents and students must complete the DPS High School Courses for Middle School Students Permission Form (IKEB-R1).

Danville Public Schools provides two options for middle school students who take courses while in middle school that carry high school credit:

1. Count the course and credit (if earned) toward high school graduation requirements, and do not include the final course grade in the student's high school grade point average (GPA). The course and final grade will appear on the student's high school transcript.
2. Do not count the final course grade in the student's high school grade point average, and do not count the credit and course toward high school graduation requirements. The course and final grade will not appear on the student's high school transcript.

Parents of middle school students may request that grades for any high school credit-bearing course taken in middle school be omitted from the student's transcript, and therefore the student will not earn a standard unit of credit for the course which may not be verified (to meet graduation requirements) by a state end-of-course assessment. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year and prior to the end of the first nine weeks of the school year. The record of a student passing a state assessment is not deleted when a high school credit taken in middle school is expunged. Without the student retaking the course, DPS may reinstate the verified credit (after expungement).

To request a course be removed, use form IKEB-R2, Request to Expunge High School Courses Taken in Middle School.

Courses taken in the summer session following student promotion from the eighth grade are ineligible for removal from the high school transcript.

Students who transfer to Danville Public Schools with high school credits from middle school may request those grades be expunged from, or not included, in their DPS transcript. The request must be submitted by the parent and received by the school within nine weeks from the date of their enrollment into DPS.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78. 22.1-253.13:3.

8 VAC 20-131-50. 8 VAC 20-131-51. 8 VAC 20-131-90.

- **Acceptable Use Agreement**

IIBEA-R

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 the 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. 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.
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 loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.
11. **Social Networking**
General Concerns
The Danville Public School division recognizes the proliferation and, in some instances, usefulness, of online conversation between teachers and students and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Staff should always be mindful of how they present themselves to the world, online and otherwise. Should an educator "friend" a student on Facebook, subscribe to a student's "Twitter, Instagram, TikTok, or other social media" accounts, regularly engage in email "chat" with a student, exchange text messages with students, or engage in other electronic communication, the school district is concerned, and the educator should be concerned, that such activities may undermine the educator's

authority to maintain discipline, encourage inappropriate behaviors, and compromise the educator's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the teacher's, as well as the school district's, ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members communicate through school-based resources, such as staff email or school-sponsored websites, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden falls on the teacher to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

12. **Acknowledgment:** Parents, students, and staff must sign the Acceptable Computer System Use Acknowledgment form (IIBEA-R1).

Expectations of Staff

- Personal communication, including personal email accounts, social media, and texting with students of Danville Public Schools may be construed as inappropriate.
 - Do not post obscenities, slurs, or personal attacks that can damage the reputation of Danville Public Schools.
 - Danville Public Schools' employees have no right of privacy in data stored on or communicated sent via school-owned computers, devices, or networks.
 - School employees will identify themselves and their positions truthfully and conduct themselves professionally.
 - It is prohibited to post confidential information regarding students, parents/guardians, and other school division employees on social media. Posting pictures of Danville Public School students on personal social media sites is also prohibited.
 - Employees of Danville Public Schools should be aware that they are responsible for the content they post and that information, even if deleted, has a digital footprint forever.
 - Do not infringe on copyrights or trademarks. Illegal use of copyrighted material is prohibited.
 - Do not post on social media sites during the school day using your personal telephone or other forms of technology.
 - The school division has the right to monitor an employee's use of social media that is public.
 - Online activity, even if personal or seemingly private, may be viewed by students, parents/guardians, colleagues, and others as offensive or inappropriate content and could result in professional repercussions.
 - Behavior inconsistent with school division nondiscrimination and harassment policies and confidentiality policies is forbidden.
 - It is prohibited to use social media for personal reasons during the school/work day.
- **Afterschool Activities**
 - Parents are responsible for ensuring students have transportation home immediately following school-sponsored activities. Students must ensure they

have a parent's permission to attend an activity and must have specific knowledge of how they will get home from the activity prior to leaving for school that morning. A ten (10) minute grace period will be observed between the end of an activity and student pick-up. Failure to adhere to this policy may result in the suspension of a student's privilege to participate in an after-school activity.

- [Artificial Intelligence \(AI\)](#)

File: IIBF

Guidelines for the Use of Artificial Intelligence Software (AIS)

The Danville Public School Board recognizes the benefits of using Artificial Intelligence Software (AIS) in classrooms for both educators and students. The School Board allows teachers, students, and administrators to use AIS to improve instruction and educational processes. This policy ensures that AIS is used responsibly and ethically, protecting the privacy, safety, and well-being of all users. The superintendent or superintendent designee is responsible for creating an administrative regulation outlining the proper and ethical use of AIS.

Definitions:

- Artificial Intelligence (AI) refers to computer systems that can perform tasks requiring human intelligence, such as visual perception, decision-making, and speech recognition.
- Artificial Intelligence Software (AIS) is any software or application that uses AI algorithms and techniques to enhance teaching and learning experiences.

File: IIBF-R

Guidelines for the Use of Artificial Intelligence Software (AIS) Regulation

Below are the guidelines that school leaders, teachers, and students should follow to ensure safe and effective utilization of AIS.

District Leader Responsibilities:

1. The DPS Curriculum and Instruction Department and Information Technology Department will provide an approved list of AIS by August 1 annually.
2. The DPS Curriculum and Instruction Department and Information Technology Department will provide training to teachers and school leaders regarding effective use of AIS.

School Leader Responsibilities:

3. School leaders must receive training and professional development to use AIS effectively in the classroom.
4. To use AIS, school leaders must use a AIS from the approved list. Share the approved list with staff during back-to-school facility meetings and school onboarding with all new staff. If a program is not on the list, obtain approval from the DPS Curriculum and Instruction Department and Information Technology Department and make sure it aligns

with the curriculum objectives while maintaining student privacy and data protection (Form IIBF-R1).

5. They should also be transparent with students, parents, guardians, and staff about how AIS is being used, what data is being collected, and how it will be used.

Teacher Responsibilities:

1. Teachers must receive training and professional development to use AIS in the classroom effectively.
2. They should select AIS that aligns with the curriculum objectives, promotes critical thinking, and respects student privacy and data protection.
3. Teachers must also monitor and evaluate the performance of AIS to ensure that it remains accurate, reliable, and unbiased.

Student Responsibilities:

1. Students should only use AI software as directed by their teachers and for educational purposes.
2. They must respect the terms of use and privacy policies associated with AIS and refrain from unauthorized access, modification, or misuse.
3. Students are encouraged to ask questions and seek guidance from teachers or administrators regarding AIS to ensure responsible and effective use.
4. Students found to have engaged in academic dishonesty shall be subject to disciplinary action at the classroom and/or building level.

Privacy and Data Protection:

1. Prior written consent from parents or guardians is required for students under 18 to use AIS (Form IIBF-R2).
2. The collection, storage, and processing of student data through AIS must comply with relevant privacy laws and regulations, including FERPA.
3. The DPS Information Technology Department will implement appropriate security measures to protect student data from unauthorized access, disclosure, alteration, or destruction.
4. Any data shared with AIS providers must be done by legally binding agreements that safeguard student privacy.
5. AIS used in DPS should provide clear information about the data collected, its use, and the purposes for which AI algorithms are employed.
6. Regular audits and reviews of AIS should be conducted by the DPS Information Technology Department to ensure compliance with privacy and data protection standards.

Ethical Considerations:

1. AIS must be regularly monitored for potential biases and discriminatory outcomes, especially regarding student evaluation, grading, or recommendations.
2. Teachers and administrators must be cautious when using AIS to ensure that it does not perpetuate stereotypes or discriminate against any student based on race, gender, or socioeconomic status.
3. The use of AIS shall not replace teachers' professional judgment and expertise. Teachers shall educate students about the capabilities and limitations of AIS,

empowering them to make informed decisions and critically evaluate the outputs generated.

Compliance and Monitoring:

1. All users of AIS within DPS must adhere to this policy, relevant laws, regulations, and district policies.
2. Non-compliance with this policy may result in disciplinary action in compliance with student CORES and Code of Professionalism.

References:

- [US Department Office of Educational Technology: Artificial Intelligence and the Future of Teaching and Learning](#)
- [VASCD Position Paper](#)

- **Assembly Conduct**

Assemblies are a part of the curriculum of middle school and provide programs that are educational as well as entertaining. An assembly is an opportunity to learn formal audience behavior. Regardless of the type of program, courtesy demands that students are respectful and show appreciation. Clapping with the hands is an appropriate manner to show appreciation. During musical concerts, all applause should be held until the conductor faces the audience. Students are to sit up and not slouch in their seats. Behavior that is disruptive or rude will not be tolerated. Examples of unacceptable behavior include, but are not limited to: talking, whistling, or yelling out. Misconduct may result in removal from the program, loss of participation in future assemblies or events, and possible discipline referral.

- **Attendance policies and procedures**

- DPS Policy JED states, "Each parent/guardian or person having control or charge of a child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law."
- Parents of students who are absent must inform the school of the reason for the absence no later than upon the student's return to school. Absences are excused for the following reasons:
 1. 4-H Educational Program of Activity (maximum 3 school days)
 2. Civic Event (1 day per academic year)
 3. Court Appearance (required)
 4. Death in the family
 5. Extenuating circumstances which are determined by the School Personnel
 6. Field Trips and/or school authorized activities
 7. Illness
 8. Religious holiday
 9. Pow Wow Federally-recognized tribal nation headquartered in VA (1 per academic year)

- **Makeup/Late Work**

In an effort to make students college and career-ready, it is imperative that all

Students understand the importance of deadlines. All due dates will be communicated to students and parents/guardians, and students will be given an ample and appropriate amount of time to complete assignments. Students are expected to complete all assignments by the assigned due date. Late work will be accepted until the end of the day it was due for full credit. Each school will submit a plan (Form IGCA-R1) to the superintendent designee for accepting late assignments for approval.

In order to avoid late work penalties, it is the student's responsibility to closely monitor assignments and due dates, and they must communicate anticipated issues prior to the deadline. Students who have an excused absence are allowed five days per absence to make up the in-class work.

- [Bonner Staff Directory](#)
- [Bonner School Quality Profile](#)
- [2025/2026 Bonner Bell Schedule](#)
- [Welcome Back Letter](#)
- [Supply List](#)

DPS Middle & High School Supply List

- A pack of notebook paper
- Pencils
- Blue or black ink pens
- Glue sticks
- Highlighters
- Composition notebooks
- Index cards
- Binders (1.5 inches or more)
- Pocket tab dividers (pack of 6 or more)
- Colored pencils
- Markers
- Scissors (round tip)
- Post-it notes
- Earbuds or headphones
- Backpack or bookbag

Wish List Items: tissues, hand sanitizer, clorox wipes, gallon size reclosable zip-lock bags, dry erase markers

This is a general supply list to help families make early purchases of basic supplies. Teachers may request additional items during Open House or at the start of school.

- **Bathrooms**
 - When using the restroom, students will enter quietly and, if necessary, wait in a courteous way, and exit in a timely manner.
 - Students should not enter the restroom while in possession of any writing instrument. Any vandalism or the writing of graffiti will be dealt with to the full extent provided in the Student Code of Conduct.

- Students will wash their hands before leaving and dispose of all waste products in the designated receptacle.
- **Bullying**

DPS Policy Code JFC details expectations for Student Conduct. Within this policy bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.
- **Bus Change Request (temporary)**
 - Whenever it is necessary for a student to ride a different bus than normal, the student must present a parent's written note requesting the bus change. The parental note must be presented in the Main Office by 8:30 a.m. in order that the note can be verified in a timely fashion. The note is to include: the student's full name, the date of the request, the "new" bus number, the destination requested and the dates of service requested. The note must include the parent's signature and a contact telephone number.
- **Bus Conduct**
 - The bus is an extension of the school and is treated as such according to the Student Code of Conduct. Riding the school bus is a privilege that students may lose for misconduct. The expectations for bus conduct are published as a section of the DPS Code of Student Conduct.
 - While on a bus, students are under the driver's care and must obey the driver.
 - Drivers may assign seats to students.
 - Students are only permitted to ride the bus assigned to them and to embark and disembark at the bus stop assigned to them. Any exception requires a written request from a parent/guardian and signed approval by a principal. Principal approval will be denied if the bus has reached its safe maximum load, or if a special stop is required.
- [2025-2026 Calendar](#)
- **Cafeteria**

The cafeteria is a lunch room and also a place where good human relations can be developed. Each student is expected to practice rules of good manners. Some simple rules of courteous behavior which should help make the cafeteria pleasant include:

- Food should not be exchanged between students.
- Good dining room manners should be observed at the tables.
- The table and surrounding area should be left as clean and orderly as possible.
- Chairs should be replaced under the table and all paper and milk cartons should be put in the proper containers.

- Students should not solicit food from other students.
- **Outside branded food is not allowed in the cafeteria.**

- **Celebrations, Flowers, & Balloons**

Generally at the middle school level, parties and celebrations honoring students or teachers are not appropriate. The delivery of flowers and balloons to students while at school is prohibited. Presents should not be given or exchanged during the school day. None of these items are allowed on a school bus.

- **Cell Phones**

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 nonacademic electronic devices are to be turned off and remain off during the school day.

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. Each secondary school provides a Yondr pouch for students to store their cell phones and smart devices during the day. Every student should follow their school’s procedures for using the Yondr pouch. Confiscated phones and/or smart devices are to be safeguarded by the school administrator and may be maintained for the duration of the disciplinary process. Confiscated phones and/or 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 BSO3: Refusal to Comply with Requests of Staff

See Student CORES handbook for more information.



Office of the Chief of Schools
341 Main Street, Suite 100, P.O. Box 9600 – Danville, Virginia 24543
Phone: 434-799-6434, Ext. 232 – Fax 434-799-5008
Email: jehylton@mail.dps.k12.va.us

July 8, 2025

Dear Middle and High School Students and Families:

As you know, Danville Public Schools has launched a cell phone protocol called "Unplug to Learn." In Virginia, a new law mandates a "bell-to-bell" cell phone ban in K-12 public schools. This means students must keep their phones off and out of sight from the start of the school day until the final bell rings, encompassing lunch and passing periods. The purpose of the protocol is to encourage students to refocus their attention on learning. Our goal is to engage our students, support their academic success, and promote positive social interactions and connections by removing a major barrier: cell phones and other electronic devices.

Ideally, students should leave their cell phones at home. All schools have phones that students can use in the case of an emergency. Beginning this school year, students who do bring cell phones to school will be issued a Yondr pouch to store their cell phones in during the school day. Students will be responsible for returning the pouches at the end of the school year in the same condition they received them. They will have to pay a replacement fee for any pouch that is damaged, lost, or stolen.

Parents/guardians will be required to sign a form indicating their children will not bring cell phones to school if they do not want their child to receive a pouch. Any student who brings a cell phone to school will be required to store it in a pouch for the entire school day. Administrators and teachers will follow the Student CORES: Code of Responsibilities, Expectations, and Supports (see pp. 27-28) whenever a student fails to follow the cell phone protocol.

Please sign below indicating whether your child will bring a cell phone to school and return this form to your child's school by Monday, August 4, 2025.

✂

My child will bring a cell phone to school and agrees to use the Yondr pouch for the entire school day. We will pay a replacement fee for any pouch that is damaged, lost, or stolen (\$27.00).

My child will not bring a cell phone to school. The use of a Yondr pouch will be required if my child decides to bring a cell phone to school.

Student's Name: _____

Parent/Guardian's Name: _____

- **Change of Address/Telephone**
 - Parents or guardians should notify the school office any time an address or a telephone number changes. It is essential that the school be able to contact parents or guardians in case of an emergency.

- **Checking Out of School Early**
 - Students are allowed to be checked out by their parents, legal guardian, or someone else authorized in writing by the parents or guardian. Students must be signed out in the office using the Ident-A-Kid system. This system is linked to a national sex offender and criminal offender registries. Students checking out early will be excused from classes under the same provisions listed in the **Attendance** section above. Parents or guardians are encouraged not to check out students between 2:00 and 2:20.

- **College and Career Readiness**

File: IJD

COLLEGE AND CAREER READINESS

Each middle and secondary school provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education.

Each elementary, middle, and secondary school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

In middle school, students complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by the Virginia Board of Education and signed by the student, student's parent or guardian, and school officials or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually. Lists, as compiled annually by the Department of Education and provided to the School Board, of 1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are included as part of each student's ACP.

Beginning in the middle school years, students are counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation as described in Policy LEB Advanced/Alternative Courses for Credit. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

- a. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
- b. The college must accept the student for admission to the course or courses; and
- c. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student. The information is distributed to each high school student who expresses an interest in attending an institution of higher education or completing a training program.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3.

8 VAC 20-131-140.

Guidelines for Academic and Career Plans (Adopted by the Virginia Board of Education Sept 17, 2009).

College and Career Readiness- Regulation

Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student. The information is distributed to each high school student who is interested in attending an institution of higher education or completing a training program.

- All students will receive information regarding postsecondary education opportunities and trade programs, financial aid, state and local scholarship opportunities through the Guidance Department website, bulletin boards, and information sheets.
- All students will receive information from the State Council of Higher Education for Virginia College and a Career Readiness preparation [tool kit](#).
- All interested students will be able to attend FAFSA and College Nights sponsored by their respective schools.

- **Conduct with Adults**
 - Every member of the faculty and staff has the responsibility to address misconduct on the part of students. Students are to show respect to adults by the use of the following courtesy:
 - When responding to adults, students should answer by saying, “Yes” or “No”, “Yes, ma’am” or “No, ma’am” and “Yes, sir” or “No, sir.” Just nodding a head or shrugging one’s shoulders might be considered disrespectful.
 - The following behaviors are some, but not all, examples of disrespect:
 - smacking your lips, sucking your teeth, “tsk”, or rolling your eyes.
 - words, expressions, or idioms that end or cut off a conversation. An example is the term, “Whatever.”
 - calling adults out of their name or using the first name to address an adult without the adult’s consent
 - calling adults “Bruh”
 - talking back when being corrected. An example is this scenario—
TEACHER: “William, please stop talking.”
WILLIAM: “I wasn’t talking! You didn’t see me talking. I always get blamed. I wasn’t doing anything.”
 - meddling in a situation where a teacher is correcting or speaking to another student.
 - making a judgment of a teacher’s decision in the presence of any other person. Examples are: “That’s dumb.” “That’s not fair.” “You didn’t say anything to them!”

- **Contact for complaints**
 - Start with the teacher, then the assistant principal if appropriate, then the principal.

- Complaints to the District Office should be directed to Mrs. Jo Ellen Hylton by calling 434-799-6400, ext. 232.

- **Disclaimer**

- The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student CORES Handbook.
- Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student CORES Handbook) and any provisions of Student Handbooks, the provisions of board policy and the Student CORES Handbook are to be followed.
- Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

- **DPS Program of Study**

The Program of Studies provides students and parents both general and specific information about curricular offerings and services at the middle school and high school. [Program of Study](#)

- **Dress Code**

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, regardless of gender, race, and ethnicity. 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, something must be worn underneath with no visible skin.

Students MAY NOT wear:

- Headphones/earbuds should be placed out of sight upon entering the building.
- Clothing with language, symbols, or pictures that are offensive or suggestive, promote violence, are gang-related, advertise illegal substances, or advertise tobacco or alcohol.
- Clothing that includes hate speech, profanity or pornography

- Clothing containing Images and/or language that creates a hostile or intimidating educational environment based on identity or class
- Visible underwear or bathing suits of similar designs
- 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
- 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.
- 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.

Consequences for Dress Code Violations:

1st Offense – Warning with an opportunity to change clothes to correct dress code violation

2nd Offense- A second warning with an opportunity to change clothes to correct dress code violation

3rd Offense- Administrative after-school detention

4th Offense-Please see chronic disciplinary infractions in district Student Code of Conduct (CORE)

*Continued infractions will result in additional consequences.

- **Emergency Drills**

[DPS Policy EBCB](#) outlines required school safety drills. Each school conducts Fire, Lockdown, Tornado and Emergency Bus Drills each year. In addition to drills, training is provided to each student and employee at least once each school year on safety procedures in the event of an emergency situation on school property.

- **FERPA**

The school division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA). Details are included in [DPS Policy JO Student Records](#).

- **[Field Trips](#)**

- **Following Directions**

Students are expected to follow all reasonable requests by a teacher or staff member in the school. This request should be followed immediately and without argument or discussion. A reasonable request is defined as a request that will

not induce harm to any individual or property. If a student does not understand the request or disagrees with the request, the student should take the following steps:

- Follow the request immediately without argument or discussion;
- Request a meeting to speak privately to the teacher or staff member;
- Ask the school counselor to assist if a resolution cannot be reached; and
- Ask an administrator to assist if the aforementioned steps do not solve the problem.

- **Grading**

File: IGCA

GRADING

Generally

The Danville School Board endorses a district-wide grading system for reporting student progress toward academic standards to parents/guardians and for recording this progress in each student's educational record. The grading system may include but is not limited to a grading philosophy, a framework of effective grading practices, and administrative procedures for grading and reporting student achievement.

The Danville School Board is also authorized to establish differentiated quality points based upon the academic demands of specified high school courses.

Grade Recording

A. Assignment of Grades

While the grading system has been developed cooperatively between the Curriculum and Instruction Department, the Student Services Department, the Office of Services for Exceptional Children, local school educators, parents, and students, the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators.

B. Maintaining the Gradebook

Grades are used for communicating students' progress toward standards mastery. Clear communication allows students to track their own progress. The following are guidelines for maintaining the official gradebook:

1. All teachers should maintain grades in the DPS-approved online gradebook.
2. The grades entered should reflect only performance toward mastery of standards or objectives.
3. Only the teacher of record (or principal designee) should enter grades in the gradebook.
4. Grades recorded in the gradebook are considered official documentation of students' academic performance and should be protected as a confidential student record.

File: IGCA-R

GRADING - REGULATION

In accordance with the Danville Public Schools Memorandum of Understanding (Corrective Action Plan) with the Virginia Department of Education, the following guidelines were developed by a committee of students, parents/guardians, teachers, and educators, to provide systemic and equitable grading procedures, reducing the variability in quality between and among schools.

I. GRADE RECORDING

The following guidelines ensure consistency in grade recording procedures.

A. Assignment of Grades

While the grading system has been developed cooperatively between the Curriculum and Instruction Department, the Student Services Department, the Office of Services for Exceptional Children, local school educators, parents, and students, the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators.

B. Maintaining the Gradebook

Grades are used for communicating students' progress toward standards mastery. Clear communication allows students to track their own progress. The following are guidelines for maintaining the official gradebook:

1. All teachers should maintain grades in the DPS-approved online gradebook.
2. The grades entered should reflect only performance toward mastery of standards or objectives.
3. Only the teacher of record (or principal designee) should enter grades in the gradebook.
4. Larger assignments, such as projects and essays, may take longer to grade and record.
5. Teachers must enter grades in the Danville Public School Student Information System gradebook weekly.
6. Grades recorded in the gradebook are considered official documentation of students' academic performance and should be protected as a confidential student record.

C. Impact of Zeros

A zero in a typical 10-point grading scale, where below 59 is considered failing, can severely affect a student's overall average. As a result, the student may lose confidence and motivation, and their final grade may not accurately communicate what they have learned and can do. It is important for teachers to recognize this limitation in the 10-point scale.

I. GRADE CHANGES RULE

No classroom teacher shall be required, coerced, intimidated, or disciplined to change a student's grade. This rule shall not apply when a teacher has failed to comply with the grading policies or procedures adopted by the Danville Public Schools or written procedures established by a school within the Danville Public Schools that are

applicable to the grading process unless such a Policy, Rule, or Procedure would require a student be given a grade different than the actual grade achieved. Under these circumstances, a teacher may be disciplined.

Nothing in this rule shall be construed to prevent a principal or other school administrator from discussing a student's grade with a classroom teacher. Further, this rule shall not be construed to prevent a central office administrator, Superintendent, or other System administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such a grade change.

II. GRADE REPORTING

The following guidelines ensure consistency in grade reporting procedures.

A. Grade Reporting Cycle

1. Teachers must enter grades in the DPS-approved online gradebook on a weekly basis. This allows students and parents to have continuous access to current student grades.
2. Each quarter represents a 9-week grading period.
 - a) Progress reports will be issued at the end of the first 4.5 weeks.
 - b) Report Cards will be issued at the end of each 9-week grading period.

B. Non-Academic Grade Reporting (Work Habits and Behaviors that Support Achievement)

Teachers and parents/guardians recognize the value of helping students cultivate soft skills, and dispositions such as citizenship, collaboration, participation, and productivity are important for college, career, and life success. However, it is imperative that teachers separate behavior and work-ethic grades from academic achievement grades. In grades K-12, teachers will use the conduct category to report non-academic grades. Student non-academic performance in Grades K-12 will be reported using the following criteria and scale for reporting information on students' work habits and behaviors that support achievement:

Secondary (Grades 6-12): Conduct Grade Criteria <i>Work Habits and Behaviors that Support Achievement</i>	
<p>Self-Management</p> <ul style="list-style-type: none"> ● Demonstrates a positive mindset ● Exhibits patience and self-control ● Shows motivation, initiative, and effort ● Independently looks for ways to improve the classroom and accomplish tasks 	<p>Collaboration</p> <ul style="list-style-type: none"> ● Actively participates in team activities ● Demonstrates cooperation and flexibility ● Resolves conflicts appropriately

<p>Responsibility</p> <ul style="list-style-type: none"> • Follows directions, completes assignments, and fulfills responsibilities • Exhibits pride in producing quality work • Shows respect toward people, property, and the use of resources 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action • Demonstrates openness to new and diverse perspectives
<p>Communication</p> <ul style="list-style-type: none"> • Listens attentively • Asks questions to clarify understanding • Initiates and engages in positive and productive interaction with peers and teachers 	<p>Creativity</p> <ul style="list-style-type: none"> • Produces ideas to solve challenging tasks • Displays curiosity, inventiveness, and originality • Uses appropriate resources to solve problems and create products

Secondary (Grades 6-12): Conduct Grade Reporting Work Habits and Behaviors that Support Achievement	
Letter Grade	Numerical Range
Excellent (E) Consistently Demonstrated	Represents an average of 90-100
Satisfactory (S) Frequently Demonstrated	Represents an average of 70-89
Needs Improvement (N) Occasionally Demonstrated	Represents an average of 50-69
Unsatisfactory (U) Rarely Demonstrated	Represents an average below 50

Calculation of Final Grades

A. Middle School

Academic Grade Reporting

Student performance in Grades 6-8 will be reported by numerical grades on a 10-point grading scale.

Letter Grade	Percent Grade
A	90-100
B	80-89

C	70-79
D	60-69
F	below 60

Calculation of Final Grades

Final grades will be determined by the average using the following criteria:

- **Gold Category (Summative Assessments) = 40%**

Examples include tests, essays, research papers, project-based assignments, labs, district benchmarks, and other culminating assessments to measure mastery of standards that comprise a unit of study.

Minimum number of gold grades per 9-week report period = 3

- **Silver Category (Short Cycle Assessments) = 35%**

Examples include quizzes, lab reports, assignments that build to gold, collaborative work, and other graded assignments to assess certain standards in a unit of study.

Minimum number of silver grades per 9-week report period = 6

- **Bronze Category (Classwork/Warm-Up) = 25%**

Examples include homework, spiral review activities, bellringers, and other graded assignments to assess certain standards in a unit of study.

Minimum number of bronze grades per 9-week report period = 7

Final Exams

- Final Exams will count for 10% of the overall grade for each middle school course.
- Courses with Standards of Learning end-of-course assessments will count this test as the final exam and must calculate the score as 10% of the final grade (Form IGCA-R3).

Late Work

In an effort to make students college and career ready, it is imperative that all students understand the importance of deadlines. All due dates will be communicated with students and parents/guardians, and students will be given an ample and appropriate amount of time to complete assignments. Students are expected to complete all assignments by the assigned due date. Late work will be accepted until the end of the day it was due for full credit. Each school will submit a plan (Form IGCA-R1) to the superintendent designee for accepting late assignments for approval.

In order to avoid late work penalties, it is the students' responsibility to closely monitor assignments and due dates, and they must communicate anticipated issues prior to the deadline. Students who have an excused absence are allowed five days per absence to make up the in-class work.

Grade Recovery (Redo)

Students are allowed to recover assignments in each subject or course. In order to opt into the grade recovery plan, parent/guardian/student permission is required (Form IGCA-R2). The Virginia Tiered System of Support (VTSS) team, counselor(s), and teacher(s) will then work with students individually to determine which assignments can be completed for grade recovery.

Participating in the grade recovery plan **cannot** harm students. The grade recovery assignment(s) will only replace the original grade if it's higher. Otherwise, the original grade will stand.

Students are not required to recover all assignments; it's the student's choice to complete the recovery assignments. However, teachers must allow students the opportunity to recover grades with **multiple attempts** before an "F" is awarded as the final grade.

Passing a Standards of Learning Assessment

For courses requiring a Standards of Learning assessment, any student who fails to achieve a passing grade in the course but earns a passing score on the Standards of Learning assessment for grades 3 through 12 shall receive a passing grade denoted as "P" in the gradebook. The passing score is equivalent to a 60% on the traditional quality point-weighted grading scale.

Late Work

In an effort to make students college and career ready, it is imperative that all students understand the importance of deadlines. All due dates will be communicated with students and parents/guardians, and students will be given an ample and appropriate amount of time to complete assignments. Students are expected to complete all assignments by the assigned due date. Late work will be accepted until the end of the day it was due for full credit. Each school will submit a plan (Form IGCA-R1) to the superintendent designee for accepting late assignments for approval.

In order to avoid late work penalties, it is the student's responsibility to closely monitor assignments and due dates, and they must communicate anticipated issues prior to the deadline. Students who have an excused absence are allowed five days per absence to make up the in-class work.

Grade Recovery (Redo)

Students are allowed to recover assignments in each subject or course. In order to opt into the grade recovery plan, parent/guardian/student permission is required (Form IGCA-R2). The Virginia Tiered System of Support (VTSS) team, counselor(s) and teacher(s) will then work with students individually to determine which assignments can be completed for grade recovery.

Participating in the grade recovery plan **cannot** harm students. The grade recovery assignment(s) will only replace the original grade if it's higher. Otherwise, the original grade will stand.

Students are not required to recover all assignments; it's the student's choice to complete the recovery assignments. However, teachers must allow students the opportunity to recover grades with **multiple attempts** before an "F" is awarded as the final grade.

- **Hallway Conduct**

While moving in the halls, students will obey the following rules:

- When moving with your class, stay in a single file line. Voices should not be heard.
- During a change of classes, or at any other time when moving through the hall, stay to the right. There is to be no running, pushing, or play.
- Students are not to stop and talk or visit with one another. Voices are not to be heard in the halls.

- **Health Screenings**

The following screenings are performed in conjunction with state mandates:

- Vision Grades 3, 7, 10
- Hearing Grades 3, 7, 10
- The screening process will begin 30 days after the start of school and be completed within 6 weeks. Parents wishing to remove their students from the screening for religious reasons must contact the school.
- Height/Weight screening grades 1-10 may occur anytime throughout the year.
- Students who are new to Danville Public Schools are screened for vision and hearing. New students K-3 are screened for fine and gross motor function.

- **Homework**

File: IKB

HOMWORK

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

- Homework should be assigned after an introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials should be considered when making assignments.

- Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided.
- Homework should not be used for disciplinary purposes
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

File: IKB-R

HOMework - REGULATION

The amount of homework and the time required to complete it will vary. However, the average time required for most students to complete assignments each evening will conform to that designated below:

Students	Time Required to Complete
Kindergarten	Total of 30 minutes
Grades 1-5	Total of 1 hour
Grades 6-8	Total of 1.5 hours
Grades 9-12	Not to exceed 30 minutes per teacher

General Information

- Homework may not be used as a form of punishment.
- Homework assignments should not be required over extended holiday periods.
- All homework assignments should be independent activities that most students can complete without assistance from parents/guardians or other adults.
- In elementary departmentalized programs and middle school, homework should be coordinated with team teachers to align with the hour requirement listed previously.

Excused Absences

Students who do not complete homework assignments due to excused absences from school will be given a reasonable amount of time to complete those homework assignments made during their absence.

- In elementary and middle school, it is the responsibility of the teacher to see that the student and parent/guardian is informed of any missed work.
- In high school, it is the responsibility of the student to secure and complete the missed assignments in consultation with the teacher. Students who have an excused absence are allowed five days per absence to make up the in-class work.

Homework Platform

The chart below shows how homework will be shared with families and caregivers:

Level	Homework Platform
Elementary	DPS Teacher Websites
Middle	DPS Teacher Websites
High	DPS Teacher Websites

Are there other ways homework might be shared in addition to the places listed above?

While the platform above is required and must reflect homework assignments consistently, teachers may use additional tools to share homework. Some of these tools are:

- Weekly Homework Folder
- Canvas
- Class Dojo
- Remind
- Newsletters
- Email
- Secondary Schools may also provide hard copies
- Secondary Schools should include major projects on syllabi

Remember that these options are in ADDITION to the required Teacher Website, not in place of.

How can we be certain that families, caretakers, tutors have homework accessible to them?

It is important that anyone responsible for assisting a child with homework have accessibility to the assignments and directions. In order to do this, please consider the following ideas for ensuring this occurs:

- Share where homework will be posted and the process for requesting it in another format (hard copy) at Open House and every Family/Curriculum night.
- Have orientations/trainings for families, caregivers and tutors that show how to access homework via the website.
- Have all parents enroll as observers on Canvas to see homework resources for secondary students.
- Teach all parents how to access the Parent Portal in PowerSchool so that they can check student progress and view any missing homework grades.

- **Honors Designations and Class Rank**

Middle School

Students meeting the following criteria will be recognized as follows per quarter:

Honor Category	Criteria
Superintendent's List	"A" in each course Excellent ("E") conduct grade No discipline referrals Perfect attendance
Principal's List	"A" in each course Excellent ("E") or Satisfactory ("S") conduct grade No discipline referrals
Academic Achievement	"A" in each course
Academic Honor	"A" or "B" in each course

Each middle school shall publish a list of honor students by category, alphabetically.

Honors and Promotion Ceremonies Guidance

I. Purpose

Provide equitable honor designation and awards systemically to avoid inconsistent practices across the division.

II. Common Language

Honors Ceremony: A program to recognize the academic achievements of top students, as well as those students who achieve not only academic success but also show great leadership ability, service to the community, and compassion for their fellow students.

Promotion Ceremony: A program to recognize the successful completion of a student's elementary and middle school education. Eligible students are **invited** to participate in a ceremony at the end of the year. The **5th-grade and 8th-grade** promotion celebrates the student's accomplishments and marks the important transition to middle or high school.

Inclusive Ceremonies: The Promotion and Honors Ceremonies are intended to be inclusive ceremonies, where all students are celebrated together in a singular ceremony. There should not be two separate ceremonies for specific groups of students, such as special populations. The aim is to recognize and honor the achievements of all students collectively, regardless of their backgrounds or abilities. By conducting a single ceremony, the school promotes unity and equality among its student body, fostering a sense of belonging and accomplishment for every student.

Ceremony Guidelines	
Ceremony Type	Awards
Honors	<ul style="list-style-type: none"> ● Superintendent's List ● Principal's List ● Academic Achievement

	<ul style="list-style-type: none"> ● Academic Honor ● Superintendent Scholar (Superintendent's List 4 Quarters) ● Principal Scholar (Principal's List 4 Quarters) ● Citizenship ● Growing Reader <ul style="list-style-type: none"> ○ Based on significant improvement on PALS, EMAS, Screener, SGA, or Grades ● Growing Mathematician <ul style="list-style-type: none"> ○ Based on significant improvement on PALS, EMAS, Screener, SGA, or Grades ● Perfect Attendance ● 600 Club: Perfect SOL (awarded at the end of the school year)
Promotion	<ul style="list-style-type: none"> ● Superintendent's List ● Principal's List ● Academic Achievement ● Academic Honor ● Superintendent Scholar (Superintendent's List 4 Quarters) ● Principal Scholar (Principal's List 4 Quarters) ● 600 Club: Perfect SOL ● Best in Art ● Best in Music ● Best in Physical Fitness ● Best in Guidance Leadership ● Perfect Attendance ● Citizenship ● Growth Mindset <ul style="list-style-type: none"> ○ Based on significant improvement in SGA or Grades ● Technology Innovator (Computer Science, CTE, etc...) ● Most School Spirit ● DPS Distinguished Scholar <ul style="list-style-type: none"> ○ Highest "GPA" + Highest SOL score ○ \$100 gift card awarded to the top female and top male ● Promotion Certificate

Frequently Asked Questions (FAQ):

Who attends the Honors and Promotion Ceremonies?

Staff, parents/guardians of students receiving awards and/or students who are promoted as outlined in the DPS Promotion and Retention policy and above.

Can schools give out awards not listed above?

Possibly. If a school would like to give an award that is not listed, a proposal must be submitted electronically to the senior team by the first Friday in April using the form **IGCB-R1**. The senior team will consider the merit of the award and share it with all schools if applicable.

Can schools give out the "Passing the SOL" award?

No, passing the SOL is not an accomplishment. It is the academic standard set forth by the VDOE Standards of Quality (SOQ) and Standards of Accreditation (SOA) for all students.

Should awards be created to ensure every student receives an award?

No, awards should be earned.

What is the format of each award?

Each award should be distributed as a certificate.

When should Honors Ceremonies occur?

Grade Level	Date
Grade K	<ul style="list-style-type: none"> Quarter 1, Quarter 2, Quarter 3, and Quarter 4 with parents/guardians as a school-based ceremony
Grades 1-4	<ul style="list-style-type: none"> Quarter 1, Quarter 2, and Quarter 3 with parents/guardians as a school-based ceremony Quarter 4 with a class-based ceremony
Grade 5	<ul style="list-style-type: none"> Quarter 1, Quarter 2, and Quarter 3 with parents/guardians as a school-based ceremony
Grades 6-7	<ul style="list-style-type: none"> Quarter 1, Quarter 2, Quarter 3, and Quarter 4 with parents/guardians as a school-based ceremony

When should Promotion Ceremonies occur?

Grade Level	Date
Grades K-4, 6-7	<ul style="list-style-type: none"> Not applicable because promotion is a program to recognize the successful completion of a student’s elementary and middle school education. Eligible students are invited to participate in a ceremony at the end of the year. The 5th-grade and 8th-grade promotion celebrates the student’s accomplishments and marks the important transition to middle or high school.
Grade 5	<ul style="list-style-type: none"> Last week of school
Grade 8	<ul style="list-style-type: none"> Last week of school

● **Horseplay-Important Note on Behavior**

- ***One of our standing school rules is that students are not to place their hands on one another.*** Each year, administrators encounter a number of discipline referrals for physical confrontation or fighting where the students say, “We were just playing.” This common excuse will no longer be considered in the dispensation of consequences. There will be no tolerance for “horseplay” of any kind between or among students. When handling discipline referrals of this kind, the administrators will accept the teacher’s observation and interpretation of what was seen. Here the adage will apply: “If it looks like a duck, waddles like a duck, and quacks like a duck; it must be a duck.”

● **Medication**

[DPS Policy JHCD Administering Medicines to Students](#)

○ **Medications Prescribed for Individual Students**

Employees of School Board of the City of Danville may give medication prescribed for individual students only pursuant to the written order of a physician, physician assistant, or nurse practitioner and with written permission

from the student's parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

- **Nonprescription Medications**

Employees of the School Board of the City of Danville may give nonprescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

- **Non-discrimination statements**

The School District does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact the Assistant Superintendent or Human Resources.

- **Promotion & Retention**

File: IGC

PROMOTION AND RETENTION

The Danville School Board recognizes that decisions affecting a student's grade-level assignment may have long-lasting effects on the student's future success in school and life. The promotion of a student from one grade level to the next is based primarily on the successful completion of work required at the specific grade level of the student. In all cases, promotion and retention decisions will be based on multiple criteria. Academics will be the primary factor with particular emphasis placed on the student's mastery of the Virginia Standards of Learning for the current grade level or course.

Research indicates that students who have been retained two or more times are more likely to drop out of high school than students who have never been retained. Therefore, Danville Public Schools (DPS) expects that any decision to retain a student is made following considerable deliberation and consultation with parents/guardians and appropriate school staff.

DPS will not retain a student more than once from kindergarten through grade eight (K-8) unless written permission is provided by the superintendent. When retention is recommended, it should occur at the earliest possible time in the student's school career after exhausting all possible interventions.

File: IGC-R

PROMOTION AND RETENTION - REGULATION

Promotion or retention of a student is of necessity based upon state and local requirements.

Section I: Promotion and Retention Based on Academic Performance

I. Elementary and Middle Schools

Individual student promotion shall be based upon satisfactory performance as follows:

- Students in grades K-8 who pass mathematics and English and at least one of the following: social studies or science will be promoted to the next grade.

Individual student retention shall be based upon a cumulative evaluation of the following factors:

a. Academic Performance:

- Students in grades K-8 fail one or more of the three core subject areas.
- Students in grades K-8 consistently perform below grade level in reading and mathematics when appropriate intervention and other supports have been provided and documented.
- Students in grades K-8 Universal Screener assessment results in reading and mathematics at the end of the grade indicate below grade-level academic performance.
- Students in grades 3-8 Standard of Learning assessment results in reading and mathematics at the end of grade indicate below grade-level academic performance.

b. Other Factors:

- Age
- Prior retention
- Individualized Education Program (IEP)
- 504 Plan Services
- English Learner Program

A school-based intervention team consisting of administrators, school counselors, school psychologists, and the student's teachers will develop an instructional support plan for any student who is at risk for retention by the end of the **first quarter**. The instructional support plan may include attendance in a public summer program.

Quarterly written notification (**Form IGC-R1**) and phone contact are provided to parents/guardians of any student at risk for retention with the option to schedule a conference with the teacher.

Retention Meetings

In order to determine whether a student should be placed in a particular grade level or retained, the principal will gather a committee to assess the student's academic performance by the end of the fourth quarter.

Committee Composition

- A committee generally shall include the following:
 - Principal or principal's designee
 - Counselor
 - A student's core subject teacher(s)

- Student's parent(s) or guardian(s)
- Student, when appropriate
- In limited circumstances, a committee may include the following:
 - If a student is in the Virginia Tiered Support System (VTSS) process, the principal or designee will act as the committee.
 - If a student receives services through special education or 504 Plan services, the student's Individual Education Program (IEP) Committee or 504 Plan Committee shall act as the committee.
 - If a student is designated as a student who is an English Learner (EL) or receives services from an English Language teacher, then the parent, academic teacher(s), the EL teacher, and the principal or designee shall act as the committee.

Parent Notification of Convening of Placement Committee

- The principal or their designee will send an invitation (Form IGC-R2) via US mail and also make phone contact with the parent(s)/guardian(s) of the student. The purpose of the invitation is to invite them to participate in a placement committee meeting, where they will discuss the local promotion criteria, the academic progress and needs of the child, and any educational supports that were provided to the student to remediate identified areas.

Placement or Retention Guidelines

- The decision to **place** a student into the next grade level must be the majority decision of all placement committee members. Student placement is appropriate only if the majority of the committee agrees that if given accelerated, differentiated, and/or additional instruction during the next school year, the student is likely to achieve grade-level performance by the end of the year. *If a student is recommended for placement at another school (i.e., a 5th grade student to 6th grade) the receiving school must agree with the placement decision.*
- The decision to **retain** a student must be the majority decision of all placement committee members. Student retention is appropriate only if the majority of the committee agrees that placement or promotion to the next grade with instructional supports (i.e., accelerated, differentiated, and/or additional instruction during the next school year), the student is **not** likely to achieve grade-level performance by the end of the year.
- The decision to **retain a student pending summer school results** must be the majority decision of all placement committee members. Student retention pending summer school results is appropriate only if the majority of the committee agrees that if given summer school, the student is likely to achieve grade-level performance by the end of the summer.

Parent Notification of Committee Decision

- The committee decision will be shared during the meeting and recorded in writing, included in the student's permanent record, and sent to a parent via first-class mail within ten (10) business days of the placement committee's meeting (Form IGC-R3).

- If the decision is that a student will be retained, the placement committee will develop an instructional support plan for the upcoming school year that will be filed in the student's permanent record.
- If a student is either going to be placed, retained, or retained pending summer school results, written documentation of the evidence supporting the decision will be filed in the student's permanent record.
- All retention of students must be approved by the Superintendent or designee (Chief of Schools).

Appeals

- A parent/guardian may appeal the placement committee's decision. The appeal shall be addressed to the principal, including any supporting information the parent desires to be considered, and be received by the school within ten (10) business days of the placement committee decision, in writing.
- The principal will review the parent's appeal and the student's data, then provide the parent/guardian a written determination with rationale within five (5) business days of receiving the appeal notice.
- The principal will have final authority regarding placement and retention determination.
- Parents/Guardians who wish to appeal the principal's decision shall direct their appeal in writing to the Superintendent or designee (Chief of Schools).

II. High Schools

In alignment with the Virginia High School League, individual student promotion shall be based upon satisfactory performance as follows:

Grade Level	Required Credits
9th	0-5
10th	6
11th	12
12th	18

Promotion is based upon earned units of credits. Before a student can graduate, he or she must earn the required credits as indicated below

- 1) To be classified as a 10th grader, a student must have earned a minimum of six (6) standard units of credit to include three credits, which must be from the disciplines of English, mathematics, science, history, or physical education.
- 2) To be classified as an 11th grader, a student must have earned a minimum of twelve (12) standards of credit to include six credits which must be from the disciplines of English, mathematics, science, history, or physical education.
- 3) To be classified as a 12th grader, a student must have earned a minimum of eighteen (18) standard units of credit, including ten credits, which must be from the disciplines of English, mathematics, science, history, or physical education.
- 4) Five (5) verified credits (i.e., English (2), mathematics (1), science (1), and history (1) are graduation requirements for the Advanced Diploma and Standard Diploma). Minimally, students are expected to earn verified credits as follows:

- i) 9th grade earns at least one verified credit
- ii) 10th grade earns at least two verified credits
- iii) 11th grade earns at least two verified credits in English

A school-based intervention team consisting of administrators, school counselors, school psychologists, and the student's teachers will develop an instructional support plan for any student who is at risk for retention by the end of the **first quarter**. The instructional support plan may include attendance in a public summer program.

Quarterly written notification (**Form IGC-R1**) and phone contact are provided to parents/guardians of any student at risk for retention with the option to schedule a conference with the teacher.

Students Off-Track for Graduation

When a student is identified as off-track for graduating in four years, the school shall develop an instructional support plan that targets the student's credit deficits and/or verified credit deficits to get the student back on track to graduate with his or her cohort.

Instructional support plans shall include

- Credit, unit, and/or grade recovery options are available to the student to remediate any failing grades
- School structures designed to support the student in areas (content or skills) needing instructional support (i.e., tutoring, interventions)

Additionally, at the end of the year, each high school shall provide written notification, by first-class mail and via phone contact, to the parent/guardian of any student in their second, third, and fourth year of high school who may not meet the on-time graduation requirements (**Form IGC-R4**).

Additional written notification (**Form IGC-R5**) is required at the end of the first semester of the senior year for any student classified as a senior but who may not meet the requirements to graduate at the end of their fourth year in high school. A copy of this notification for each student shall be maintained in the counselor's office, distributed to parents/guardians via first-class mail, and communicated via phone contact.

Section II: Promotion and Retention Based on Academic Performance

I. Elementary, Middle, and High Schools

Individual student course credit shall be based upon satisfactory attendance as follows:

Grades K-2

- **Effective August 2024**, students in grades K-2 must attend at least 90 percent of the class days to receive course credit.

Grades 3-8

- **Effective January 2024**, students in grades 3-8 must attend at least 90 percent of the class days to receive course credit.

Grades 9-12

- **Effective August 2024**, students in grades 9-12 must attend at least 90 percent of the class days to receive course credit.

It is important to note that all absences, irrespective of being excused or unexcused, are considered when evaluating attendance. In the event that a student's attendance falls below 90%, they will not be eligible to receive credit for the course. However, students can regain their course credit by participating in the division's meaningful engagement options, such as attending Saturday sessions, after-school programs, and/or Summer School.

Quarterly written notification (**Form IGC-R1**) and phone contact are provided to parents/guardians of any student at risk for retention with the option to schedule a conference with the teacher.

II. **Gradebook**

If a student's attendance falls below 90%, they will receive an "AF" marking, equivalent to a 59% grade as the final grade.

III. **Appeals**

Level 1:

- If a parent or guardian disagrees with the decision, they may file an appeal. The appeal should be submitted in writing to the principal and include any relevant information the parent or guardian wishes to be considered. The appeal must be received within ten (10) business days of the final grading period.
- The principal will review the appeal and provide a written decision with the rationale within five (5) business days of receiving the appeal notice (**Form IGC-R6**).

Level 2:

- If the parent or guardian still wishes to appeal after receiving the principal's decision, they may write their appeal to the Superintendent or designee (Chief of Schools).

- **Student CORES Handbook**

- Please refer to the DPS **Student CORES Handbook** for specifics regarding student behavior expectations.

- **Title I information**

- **Title I**
VIRGINIA DEPARTMENT OF EDUCATION SCHOOL REPORT CARDS
 The school's individual Virginia School Report Card as well as the division's Virginia Report Card (specific to student achievement and teacher quality) can be found on the Danville Public Schools website at <http://www.danvillepublicschools.org> or the Virginia Department of Education's website at Virginia School Quality Profiles VIRGINIA STANDARDS AND DANVILLE PUBLIC SCHOOLS CURRICULUM AND ASSESSMENTS
 Information regarding how to access state standards and the division's assessment can be found at <http://www.doe.virginia.gov/testing/index.shtml>

and the [State and Local Assessment Guide](#). The division's local curriculum can be accessed via the Canvas Learning Management System. Please check with each school regarding login information.

- **Title IX**

- [DPS Policy JFHA](#) outlines prohibition of harassment and discrimination for students. These policies also contain the current Title IX grievance process.
- Danville Public Schools does not discriminate on the basis of sex in its educational programs or activities and complies with Title IX of the Educational Amendments of 1972 (Title IX) and all interpreting regulations. This policy applies to students, independent contractors, volunteers, and terms and conditions of employment, including, but not limited to, hiring, training, promotion, discipline, compensation, benefits, and termination of employment.
- Inquiries about the application of Title IX and the regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights at the United States Department of Education, or both.
- **Harassment:**

Danville Public Schools believes that students are entitled to learn and study in an environment that is free from harassment based on race, color, national origin, sex, disability, age, religion, marital status, military or veteran status, sexual orientation, gender identity, pregnancy, childbirth or related medical condition, or genetic information. If evidence of harassment is determined, a student will be subject to disciplinary action up to and including expulsion. (JFHA)

Retaliation against students who report harassment or participate in any related proceedings is prohibited. Behavior that is not unlawful or does not rise to the level of illegal harassment or retaliation may nevertheless be unacceptable for the educational environment. Demeaning or otherwise harmful actions are prohibited. Students are expected to respect the rights of others at all times. Any questions or individual complaints involving harassment should be referred to the principal or any school administrator.

- **Virginia Standards of Learning**

- [VDOE Standards of Learning](#)

- **Visitors**

- Visitors are welcome, and parents are encouraged to visit the school.
- Upon arrival, all persons are to report to the school office to register using the Ident-A-Kid system and receive a visitor's pass.
- A valid driver's license will be needed.
- Visitors are asked to wear the visitor's pass during their visit.

- **Weather-Related Delays / Closings**

- Decisions related to the delay or closing of school are made by the Office of the Superintendent. Announcements to the public are made through the public media. O. T. Bonner Middle School does not receive early or additional information related to school delays or closings.