William Byrd Middle School

2026-2027 Student Handbook

2910 E Washington Ave
Vinton, VA 24179
(540) 890-1035
(540) 890-0703 (fax)

SCHOOL ADMINISTRATION

Ms. Katie Hutchison, Principal
Ms. Allison Thornton, Assistant Principal
Ms. Jordan Persinger, Assistant Principal

COUNSELING OFFICE

Ms. Samantha Wallace, Counseling Coordinator, Last Names A-F
Ms. Julia Ormandy, Last Names G-O
Ms. Leslie Jordan, Last Names P-Z
Ms. Allyse Dunlop, LIFE Counselor
Ms. Kayla Stevers, School Social Worker
Ms. Jessica Rhodes, Administrative Assistant

SUPPORT STAFF

Ms. Brandy Helton, Administrative Assistant
Ms. Tracey Hilliard, Bookkeeper
Ms. Sherry Nicely, Attendance Clerk
Ms. Molly Rhodes, School Nurse
Ms. Mary Jo Niday, Front Office Instructional Assistant
Deputy Joe Mullins, School Resource Officer

SPECIALISTS

Ms. Melissa Vaughan, Special Education Coordinator
Ms. Sarah Skeen, 504 Coordinator
Ms. Melissa Harron, Speech Pathologist
Ms. Kate Benge, School Psychologist
Ms. Annette Gilmore, Reading Specialist
Ms. Lindsay Divers, Math Specialist
Ms. Carol Adkins, ELL Teacher
Ms. Michelle Yamatani, School Testing Coordinator
Ms. Holly Wakeland, Library Media Specialist
Ms. Hillary Jones, Library Instructional Assistant
Mr. James Edwards, ITRT
Mr. P. Hunter Thompson, Technology Technician
Ms. Rachel Yawn, Cafeteria Manager

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RCPS VISION

Preparing every student, in every school, and in every classroom to be Opportunity Ready

RCPS MISSION

To invest in our community's future by preparing our students with Opportunity Ready skills as defined by the RCPS Profile of a Graduate

RCPS PROFILE OF A GRADUATION



GENERAL GUIDELINES

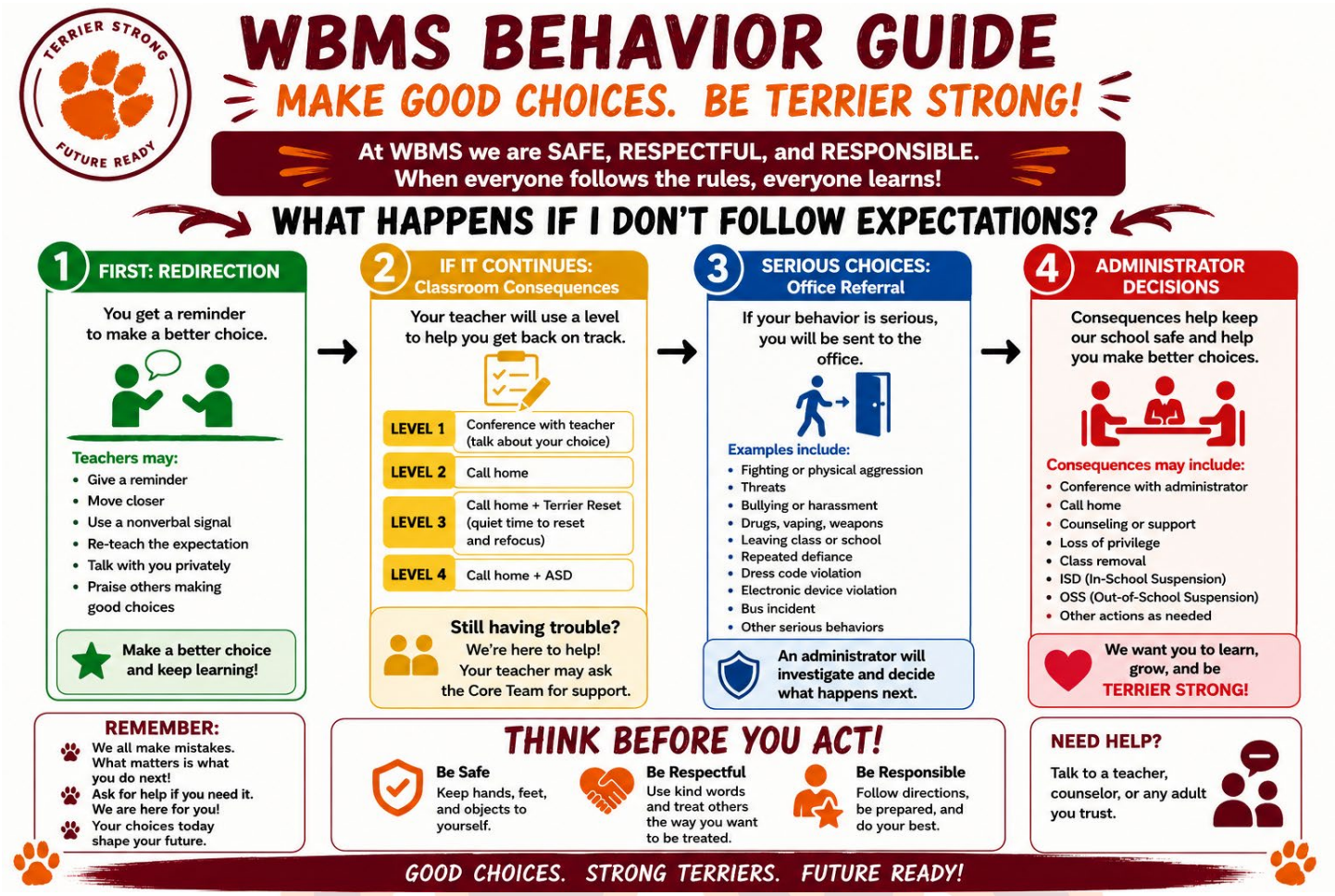
Teachers and administrators are employed to educate each student as well as enforce rules and regulations of the school. A student shall comply with directions of principals, teachers, student teachers, substitute teachers, administrative assistants, instructional assistants, bus drivers, cafeteria workers, building operators, or other authorized personnel during any period of time when he/she is properly under the authority of school personnel. This includes authority anywhere in the building, on school grounds, and at school-sponsored activities.

All persons must, upon request, identify themselves to proper school authorities in the school building, on school grounds, and at school-sponsored events.

BEHAVIOR EXPECTATIONS

	The Terrier Way Expectations								
	All Settings	Expect Respect	Classroom	Technology	Bathroom	Hallway	Cafeteria	Locker Room	Bus
Be Safe	Remove hats and hoods when inside the building	Talk: Report to an adult immediately	Keep personal items out of walkways	Keep all login information private	Report unsafe behaviors and conditions	Walk quietly and calmly on the right-hand side	Stay seated at all times	Walk at all times	Stay seated at all times
	Keep body and belongings within personal space		Ask teacher for permission to use E-hallpass, along with the physical pass, before exiting the classroom				Walk at all times		Keep walkway clear at all times
	Share concerns with a trusted adult			Visit only websites related to your school work	Wash and dry your hands	Keep your hands to yourself		Follow all posted rules	Wait for bus to stop before attempting to enter or exit
	Only bring water in a sealable, spillproof container		Keep doors closed				Use inside voices		
Be Respectful	Use language that is kind and helpful	Stop: Interrupt and model respect, rather than watch or join in disrespecting other in real life or online	Accept feedback and redirection from staff	Use computer only when directed by teacher	Respect the privacy of others	Help others when needed	Wait your turn in line	Respect the privacy of others	Follow all posted rules
	Use inside voices		If an adult or peer is talking, demonstrate active listening skills						
	Be an active listener			Respect the privacy of others	Use bathroom and promptly return to class	Keep ALL technology in backpack	Only touch your own food	Help others when needed	

	Accept people's differences and treat everyone with kindness			Remove all headphones or earbuds with audio capabilities and store them in backpack	Keep ALL technology in backpack	Remain quiet and refrain from looking in classroom windows	Keep ALL technology in backpack	Keep ALL technology in backpack	
	Keep ALL technology, including cell phones, in backpack		Wait patiently for assistance from adults						
Be Responsible	Clean up after yourself	Walk: Invite people who are being disrespected to join you or move away (upstanding)	Attend class daily and arrive on time	Have laptop charged or plugged in	Conserve supplies by using only what you need	Walk directly to destination	Throw away all your trash	Always secure your belongings in your locker	Know and be ready for your morning and afternoon bus stop
	Be prepared		Participate in class and complete classwork	Check Canvas and StudentVue regularly	Use designated restroom				Remember your bus number
	Follow the dress code								
	Take care of all school property		Use 5 or less bathroom or water fountain passes per class each 9 weeks	Use school computer and email only for school purposes	Place used supplies in the appropriate container	Use designated hallway and stairwell	Take all of your belongings when you are dismissed	Use your time wisely	Take all of your belongings when you exit the bus
	Use fidgets quietly, safely, and without distracting yourself or others to support learning								



EMERGENCY DRILLS

As a safety consideration, students must respond during emergency drills and emergency situations without questioning and with complete cooperation.

FIRE DRILLS:
Signal: Fire alarm shall consist of a continuous sounding of the fire alarm. Fire drills will be conducted at least once a month. Instructions posted in the classroom will give directions for prompt exit from the building. Walk quickly and quietly to assigned places.

TORNADO DRILLS:
Signal: One long sounding of an air horn. Directions are posted in each room with instructions as to where to move. Move quickly to the assigned place and remain quiet for further instructions.

LOCKDOWN DRILLS:
Drills will be conducted during the school year. Administration and teachers will provide direction.

FIELD TRIPS

Field Trips sponsored by the school will be indicated by a Roanoke County Public School

permission slip (ID.1-400-15). 2. The permission slip is to be returned to the teacher five (5) days before the trip. Permission slips are to be complete, with parent/student information, signatures, insurance name and policy number. If the permission slip is not into the teacher five (5) days before the trip, you are not permitted to go on the field trip.

Administration of medication to students during field trips must be done in accordance with RCPS Policy and Administrative Regulation 7.13: Administering Medication to Students. Administration of medications to a student can only be assigned to an RCPS employee who has been trained to administer. If your child requires prescription/over the counter medication during (a) field trip, the medication administration form must be completed and signed by a parent and physician if it is a prescription medication. All medications must be delivered to the school by the parent in original container with only the necessary number of doses needed" (for the field trip day).

The RCPS Student Conduct Code must be followed by all trip participants.
Should you have any questions as to whether a trip is school sponsored, please call the teacher or principal.

Please see RCPS Policy 6.43.

FLOWERS, BALLOONS, AND OTHER GIFTS

Delivery of flowers, balloons, and other gifts for students will be held in the front office until the end of the day. The students will be notified of the flowers but will not be allowed to take them to their classes.

FOOD DELIVERY

Students are not permitted to use food delivery services such as Grubhub, DoorDash, Uber Eats, etc. Students should either bring lunch from home or purchase a meal through our school nutrition program. This policy helps reduce disruptions to learning and supports a safe school environment. Parents may drop off food if needed; however, we can only accept food from a person listed in a student's file as a guardian or emergency contact. Students will only be allowed to pick up food during their assigned lunch period (See lunch period schedule below).

- 6th Grade Lunch: 11:50-12:20
- 7th Grade Lunch: 12:45-1:15
- 8th Grade Lunch: 1:30-2:00

GRADING SCALE AND REPORT CARDS

The parent and the child have a right to know how the student performs in relation to his ability, in relation to established standards, and in relation to school and national norms. In the Roanoke County School System, such information is made available to parents and students by a full range of evaluation and reporting procedures. The standard testing program reflects the student's ability and his level of achievement in relation to school and national norms. Conferences provide the opportunity to communicate in depth the performance of the individual student within the content of a particular class. A letter grade cannot provide all this information for grades 2 through 5, nor can a grading scale provide

all this information for grades 6-12.

The proper function of a grade should be to assess knowledge and understanding and not for reward or punishment. Attitudes, abilities, disabilities, and work habits may have a bearing on the level of the student's accomplishment of objectives. The grade should reflect student performance as objectively and accurately as possible and be understood by the teacher, the student, and the parent.

In order to inform students and parents of progress made by students in their studies, teachers grade students according to the following grading scale:

- A - Excellent (90 – 100)
- B – Good (80 – 89)
- C – Average (70 – 79)
- D – Poor (60 – 69)
- F – Failure (0 – 59)

Incomplete grades are not recorded, and the student should complete these grades as soon as possible. An e-mail reminder will be sent at the midpoint of each grading period. Many teachers also send weekly progress reports through email. At the end of each nine-week grading period, a report card is given to the student to take home. A final report card is sent home by mail.

Please see RCPS Policy & Regulation 6.17 AR.

HOMEWORK/MAKE-UP WORK

Homework: defined as any schoolwork assigned to be completed outside of class time.

Homework may be assigned at the discretion of the teacher to meet individual student learning needs.

Make-up Work: Students in grades K-12 are expected to make up all missed work from an absence within 10 school days upon the student's return to school. If the student does not complete the make-up work within that time frame, he/she shall earn a zero for work not completed.

Assignments completed prior to an absence are due upon the return to school. Exceptions may be granted by individual teachers.

Teachers are expected to contact parents regarding the completion of make-up work to ensure that the student completes the work and meets the 10-school day deadline.

Excused and School Related Absence: Students are required to request make-up work on the first day of return to class. Students will be given 10 school days to make up the work. Exceptions for a longer time period for make-up work may be granted by individual teachers.

Unexcused Absence: Students in grades 9-12 may be denied full credit for missed assignments due to an unexcused absence.

Incomplete Work: A grade of incomplete (I) will be entered on a student's report card when make-up work has not been completed, and the allowed make-up time extends across the end of the grading period into another. After make-up work is completed, a corrected grade will be submitted by the teacher. If make-up work is not completed by the established deadline, the incomplete (I) will be changed to the computed average with incomplete work averaged as zero.

Pre-Approved Absences: Students with pre-approved absences may request assignments prior to their absence from school. Make-up work for students with pre-approved absences that is not available to the student prior to the absence is given to the student upon the student's return to school. The student shall be responsible for contacting the teacher to arrange for completing the make-up work.

Please see RCPS Policy & Regulation 6.14 & 7.07 AR

LAPTOP USEAGE/REGULATIONS

Computers, networks and access to the Internet are valuable resources provided to enrich and support the instructional program. To protect these resources, students shall NOT

A. Use computers or the Internet in any way that would cause disruption to others.

B. Use these resources for any purpose not directly related to school activities.

C. Attempt to bypass any security features on Roanoke County computers, networks or the Internet.

D. Violate U.S. copyright laws by making or using unauthorized copies of any protested material.

E. Plagiarize information obtained via the school network.

Additional Administrative Regulations apply to ensure the instructional integrity, maintenance and security of mobile computers issued to students for use both in and out of school. Students and their parents must always assume responsibility for appropriate use of the computer and take precautions to protect the computer from loss or damage.

Please see RCPS Policy & Regulation 7.11 – Rule 12

LIBRARY

The WBMS library is evolving into a 21st century learning environment. The library will have maker spaces for students as well as collaborative areas for teachers and students alike to work in cross-curricular assignments and projects. Library hours are usually from 7:45 a.m. to 3:30 p.m. Monday through Friday. The library may be reserved for various functions and events through the librarian.

Loud or unnecessary talking, eating, drinking, or any other inappropriate conduct will not be tolerated. Students not using the library to the best advantage, who are disruptive or refuse to cooperate with the library staff will be sent back to class and their library privileges may be restricted.

LOST AND FOUND

Any student finding articles in or around the school area should turn these articles into the Cafeteria. Lost items will be retained in the Terrier Cafe until the end of each nine weeks and then donated to a local charity.

LUNCH

All students must report to their assigned lunch period.

- 6th Grade Lunch: 11:50-12:20
- 7th Grade Lunch: 12:45-1:15
- 8th Grade Lunch: 1:30-2:00

While in the cafeteria, students should observe the following rules:

- Students should enjoy the lunch period without boisterous conduct.
- Students are expected to take their places in line and remain there while moving promptly with the line. Anyone leaving the line loses his/her place.
- There is to be no saving of places in the lunch line, and students may purchase only their own lunch as they go through the line.
- All food must be kept on the trays.
- Students must place paper, leftover food, flatware, plates, and trays in the designated areas.

MEDICATIONS

Administering Medication to Students: Prescription & Non-Prescription

Medications Prescribed for Individual Students
Employees of Roanoke County School Board 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. Parents must also deliver the necessary supplies with which to administer medications (ex. syringes, spacers).

Nonprescription Medications
Employees of Roanoke County School Board 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.

Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited. Permission to self-administer non-prescription medication may be revoked if the student

violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct.

Exceptions to these regulations may be necessary depending on individual circumstances. Exceptions may only be authorized by the principal or designee.

Herbal Remedies and Over the Counter Supplements not approved by the FDA

Requests by a parent/guardian for an herbal remedy and/or over the counter supplement to be given to a student which is not approved by the FDA will require a written order from a physician, physician assistant, or nurse practitioner along with written permission from the student's parent or guardian. The herbal remedy/over the counter supplement must be in an unopened, original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

Please see RCPS Policy & Regulation 7.13

PAYMENTS

All checks for payments should be made payable to **William Byrd Middle School.**

SCHEDULING ADJUSTMENT POLICY

The deadline for changes to course requests will be July 31.

- Please note that schedule change requests will be placed on hold from August 1 through August 28, except for level changes (e.g., Advanced to General Education) and changes required to implement a student's IEP or 504 Plan. This temporary pause allows us time to balance class sizes, finalize schedules, and ensure adequate space is available for newly enrolled students.
- Beginning August 31, changes from one course to another will be made under the following circumstances only:
    - Failure of a course that is a prerequisite for a scheduled course or a graduation requirement (high school only);
    - Human or computer error;
    - Grouping adjustments and/or balancing of class sizes;
    - Recommendation of Child Study,504 or IEP Committee;
    - Acceptance or removal from an Apprenticeship (high school only)
- 8th Grade Students: Elective choices are not guaranteed unless it is a high school credit course (Spanish, French, Latin, World History, or Earth Science). Every effort is made to give students their top elective choices, but schedule constraints do not always make it possible. The deadline to drop a high school credit class will be September 14.

SCHOOL COUNSELING SERVICES

The purpose of the school counseling program is to help individual students achieve their highest level of academic growth and social/emotional development. Each student is assigned a school counselor who helps the student plan an academic program that meets his/her individual needs. All students will be expected to maintain a balanced program of studies.

Please see RCPS Policy & Regulation 6.46.

The School Counseling Office is open from 8:00 AM to 4:00 PM daily. The counseling coordinator, or one of the counselors, will be present to answer questions or help with any personal need. Counseling is offered for vocational and academic planning, employment skills and personal problems by a well-trained staff. Students are urged to talk with their counselors and to use academic materials which are available in the Counseling Office. Mrs. Samantha Wallace is the School Counseling Coordinator.

Students are assigned to their counselors in the following alphabetical sequence:

- Last Names A-F: Mrs. Samantha Wallace
- Last Names G-O: Mrs. Julia Ormandy
- Last Names P-Z: Mrs. Leslie Jordan
- Life Counselor: Mrs. Allyse Dunlop
- Counseling Secretary: Ms. Jessica Rhodes

SCHOOL SOCIAL WORKER

The school social worker assists in the evaluation of the underlying causes of a child's difficulties in the learning process or in social adjustment and provides a personal approach to alleviate the problems in which the school feels it needs assistance.

The school social worker is especially concerned with problems and conditions which influence a child's success in school, such as:

- Irregular or non-attendance
- Poor health
- Emotional disturbances
- Social relationships
- Economic conditions
- Home and family situations

Referrals to the school social worker should be made through the principal. This in no way prevents anyone from talking with the school social worker about issues regarding individual children.

The school has the responsibility to see that basic information concerning student cases is referred to the appropriate school social worker in a timely manner.

Please RCPS Policy 7.36

SELLING ITEMS

No products are to be sold by groups or individuals during class time. The selling of products in the community must be kept to a minimum. Before any individual, club or organization, sells any products in the community, at school or at school sponsored events, approval must be obtained from the principal.

SIGNS AND POSTERS

Students must get permission from administration and sponsors before any materials, posters, or signs may be posted in the school. Sponsors should secure permission from administration. No materials may be posted at any place in the school except on cork strips or white boards posted in hallways.

Do not put posters or signs on glass doors and windows; they block viewing areas of the school.

Individuals and groups posting signs, flyers, etc. are responsible for removing all materials and cleaning up the area used after the scheduled event.
Students are not allowed on ladders.

STUDENT ADVISORY COUNCIL

The purpose of the Student Advisory Council to the School Board is to act as advocates on behalf of all students of the Roanoke County Public Schools. The students work cooperatively to improve the education and environment in all Roanoke County Public Schools, and to aid in communication among the students, the school administration, the School Board and the community.

SUBSTANCE ABUSE/LIFE COUNSELOR

In order to maintain "safe and drug free schools" and in accordance with the "No Child Left Behind Act," the possession, distribution, dispensation, use, and/or being under the influence of any form of alcohol, anabolic steroid, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance (as defined in the Drug control Act of Chapter 15.1 of Title 54 of the Code of Virginia and as defined in schedules IV of 21 USC *182), imitation controlled substance, or drug paraphernalia (as described in *18.2-265.1 of the Code of Virginia) is prohibited within any Roanoke County Public School or its property to include school vehicles, at any school-sponsored event/trip, going to and from school, or while participating in school-sanctioned activities. A student who is determined to have brought a controlled substance, imitation controlled substance or marijuana, or synthetic onto school property or to a school-sponsored activity may be expelled in accordance with Policy 7.11 Student Conduct Code. Furthermore, in handling such violations the School Board authorizes the superintendent or designee to conduct a preliminary review of substance use policy violations to determine whether a disciplinary action other than expulsion is appropriate

In order to maintain "Safe and Drug-Free Schools" and in accordance with the "No Child Left Behind" act, schools are mandated to foster a safe and drug-free learning environment by implementing programs aimed at: 1) preventing or reducing violence; 2) preventing or reducing the use, possession of, or distribution of illegal drugs; 3) preventing or reducing delinquency; 4) creating a well-disciplined environment conducive to learning that includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use or violence; 5) providing behavior interventions as part of classroom management strategies; 6) promoting the involvement of parents; and 7) promoting coordination with community groups and coalitions as well as government agencies. The Roanoke County School Board embraces the ideals underlying "Safe and Drug-Free Schools" within "No Child Left Behind" act. Consequently, a Student Assistance

Program will be implemented in each Roanoke County Public School, with the goals incorporated in the mission statement.

Please see RCPS Policy & Regulation 3.22 & 3.27.

TELEPHONES/MESSAGES

Messages for students will only be taken when a parent/guardian calls. In order to maintain an optimum learning environment, disruptions to classes to deliver messages must be kept to a minimum. Please keep this in mind when requesting that messages to be delivered to a student.

VISITORS

Roanoke County Schools have installed new visitor sign-in kiosks where visitors to schools will sign-in using either their driver's license or their name and date of birth. That information is then checked against the national sex offender registry to determine if any registered sex offenders are attempting to enter schools.

We are asking parents who are checking out students to first sign-in using this system before going into the school office.

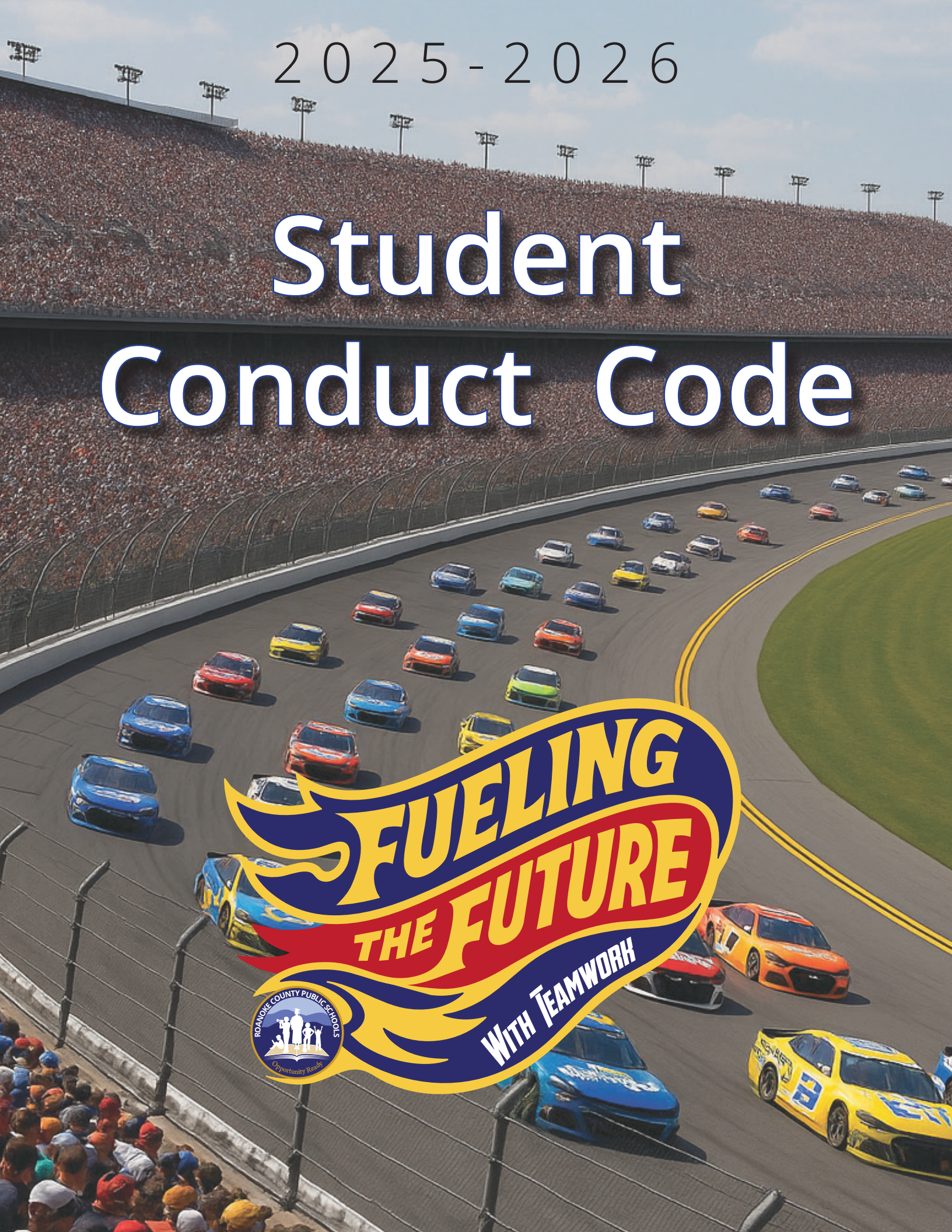
WITHDRAWAL PROCEDURES

Parents are requested to notify the School Counseling Department by letter of the student's intent to transfer or withdraw. The letter should state the last day of attendance and transfer destination. On the last day of attendance, the student should report to the counseling office before school starts for official withdrawal instructions from Ms. Rhodes, Counseling Administrative Assistant. The withdrawal procedure cannot be completed until all school-supplied materials are returned (i.e. books, library books, etc.).

Note: A student will be withdrawn when he/she has been absent fifteen (15) consecutive days. This does not include those students under an approved program of Homebound Instruction or an educational placement has been decided on by administration or school social worker.

2025-2026

Student Conduct Code



Book	RCPS Current Policies
Section	SERIES 07: Students
Title	Student Conduct Code
Code	7.11
Status	Active
Legal	Code of Virginia, 1950, as amended, 16.1-260, 18.2-56, 18.2-308.1,18.2-308.7, 22.1-78, 22.1-200.1, 22.1-253.13:7;22.1-254. 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6, 22.1-288.2, Code of Virginia, §§ 15.2-915.4,18.2-308, 18.2-308.1, 18.2-308.7, 22.1-277.07, 22.1-277.07:1, 22.1-280.2.4, 20-81-10,
Cross References	5.11 - Staff Weapons in School 3.30 - Prohibition Against Harassment and Retaliation 7.06AR - Rules for Middle School and Virginia High School League Participants 3.35 - Relations with Law Enforcement Authorities 7.25 - Alternate Education Program 3.16 - Bullying/Harassment Policy 6.42 - Acceptable Computer System Use 3.22 - Transgender Student Support 7.14aAR - Substance Abuse 7.01 - School Admission 7.14 - Drugs in School 6.42a - Student Use of Personal Mobile Devices 3.28 - Reporting of Child Abuse 4.33 - Inventory and Reporting of Loss or Damage 7.09 - Student Records
Last Revised	July 17, 2025
Last Reviewed	July 10, 2025

SUPERINTENDENT'S LETTER

Dear Students and Parents:

Roanoke County Public Schools is committed to providing a learning environment that is safe and respectful for all students. The Positive Behavior Interventions and Support (PBIS) program plays a key role in setting, teaching, and reinforcing clear behavioral expectations in our schools to promote student success.

Research affirms that student academic achievement is closely related to appropriate student behavior and discipline. In general, schools that have fewer discipline incidents and discipline incidents of lower severity of have the following characteristics in common:

- Everyone (students, faculty, parents and the greater school community) takes an active interest in helping students meet expectations.
- Behavioral expectations are clearly published.
- Behavioral expectations are discussed with and taught to students.
- Disciplinary actions are in writing and fairly enforced.

The Student Conduct Code defines general behavioral standards for students and are applied in all school settings and activities. Please review this these expectations with your child/children. Everyone in the school community benefits when students and parents know and understand standards of behavior and we all work together to cooperate in their fair enforcement.

Dr. Kenneth Nicely, Ed.D.
Superintendent of Schools

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A. Introduction

The purpose of this publication is to provide students, parents, school staff, and the public with a clear and comprehensive description of the minimum standards of behavior for all students enrolled in the Roanoke County Public Schools (RCPS). It defines appropriate standards of student conduct and presents possible responses and interventions that may be employed by school personnel to address individuals who exhibit inappropriate behavior. It is important to note that these standards of student conduct may be applicable in a virtual environment. Cooperation between home and school is strongly emphasized.

The Code of Student Conduct applies to all RCPS students when they are:

- On school property;
- Traveling to school or from school;
- Traveling to, at, and from bus stops;
- In School Board vehicles;
- In attendance at any school-sponsored activity, and
- Off school property if the conduct disrupts the learning environment or impedes the rights of others.

Students who observe or are subjected to inappropriate actions as described in the Standards of Student Conduct are expected to report such incidents to their school administration. In addition, all students must report to a school staff member any information concerning threats or disruptions involving the safety of students, staff, or the school environment.

Student activities are a part of the total educational program and are therefore subject to school supervision and regulations. Student conduct at such activities is governed by the same rules for students that apply at all other times they are under school supervision. In addition, students are expected to display good sportsmanship in competitive activities, whether they are participants or spectators, and to conduct themselves in a manner demonstrating respect for persons and property.

The School Board of Roanoke County, Virginia, complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Improvement Act of 1990, and the Individuals with Disabilities Education Act. The School Board does not discriminate on the basis of race, national origin, ancestry, color, sex, sexual orientation, perceived sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, marital status, age, religion, disability, or genetic information in any of its programs and activities. The Superintendent of Schools or the Executive Director of School Administration are responsible for the coordination of compliance with these provisions.

The School Board and superintendent biennially review the student conduct code developed by the Virginia Board of Education to incorporate into policy a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

B. Parental Involvement and Responsibility

Each parent of a student enrolled in Roanoke County Public Schools has a duty to assist in enforcing this policy, the Student Conduct Code and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights. This policy, the Student Conduct Code, a notice of the requirements of Va. Code §22.1-279.3, and a copy of the compulsory school attendance law is sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of this policy, the Student Conduct Code, the requirements of VA Code §22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's designee to review this policy, the Student Conduct Code and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law and to discuss improvement of the child's behavior, school attendance and educational progress.

The school principal or principal's designee notifies the parents of any student who violates a School Board policy, the Student Conduct Code, or the compulsory school attendance requirements when such violation is likely to result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice states (1) the date and particulars of the violation; (2) the obligation for the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations district court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education as described in policy 3.38 Reporting Acts of Violence and Substance Abuse.

If a parent fails to comply with the requirements of this Policy, the Student Conduct Code, the School Board may ask the Juvenile Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

A parent, guardian or other person having control or charge of a student is notified in writing of any disciplinary action taken with regard to any incident upon which an adjudication of delinquency or conviction for an offence listed in Va. Code 16.1-260.G was based and the reasons therefor. The parent or guardian is also notified of the parent or guardian's right to review, and to request an amendment of, the student's scholastic record, in accordance with regulations of the Board of Education governing the management of scholastic records.

Prevention, Intervention, and Treatment Activities and Programs

Any student involved in a reportable drug or violent incident, as described in Policy 3.38 Reporting Acts of Violence and Substance Abuse, is required to participate in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

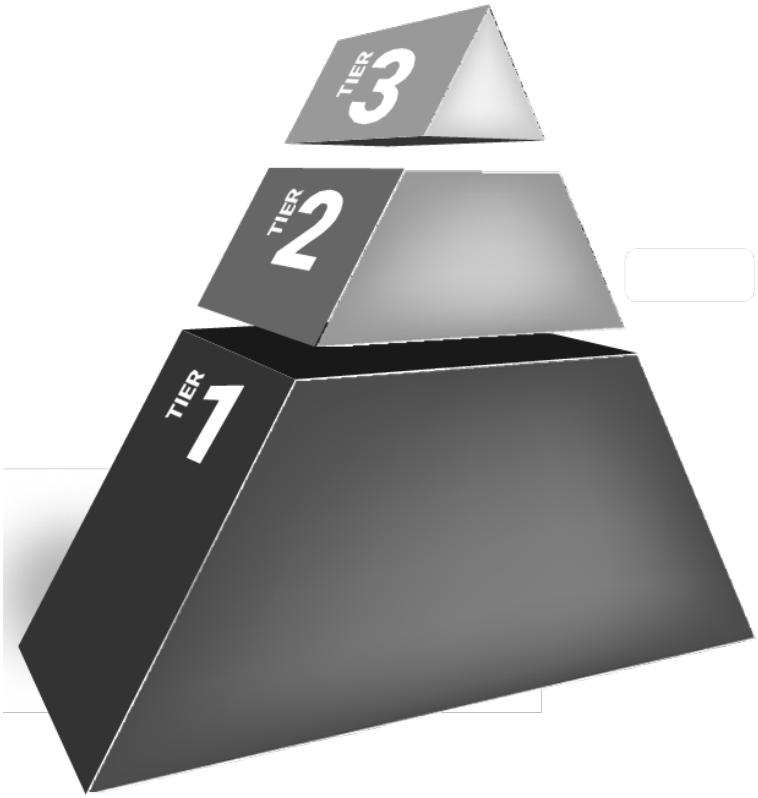
Additional Responsibilities of Student-Athletes: See School Board Policy 7.06AR Rules for Middle School and Virginia High School League Participants which includes prohibition of off-campus substance use during the participant's athletic season.

Multi-Tiered Systems of Support (MTSS)

Center on PBIS: https://www.pbis.org/topics/school-wide

RCPS schools approach school discipline from an instructional prevention-based standpoint under the framework of MTSS, which is provided by the Virginia Tiered Systems of Supports (VTSS). It is a data-driven decision-making framework for establishing the academic,behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students. This framework allows RCPS schools to:

- Clearly define a set of behavior expectations
- Explicitly teach the behavior expectations, routines, and procedures
- Recognize and reinforce appropriate student behavior
- Intervene and reteach when misbehavior occurs



Tier 3 supports are individualized and based on the needs of individual students.
Students who display chronic behavioral or academic problems are assessed and a plan is developed to meet their needs. This plan may include more intensive services within oroutside the school.

Tier 2 supports are designed to meet the needs of targeted groups of students and are developed based on data analysis to determine what supports are needed. Thosestudents for whom the Tier 2 intervention is not effective may be referred to Tier 3 interventions. Examples of interventions are:

- Check-in/Check-out
- Social-Emotional Counseling Groups
- Restorative Circles
- Instructional supports

Tier 1 is a universal school-wide system of support and is provided for ALL students. School programming is designed to support students' academic and social-emotional development. School-based teams analyze data to determine needs and set priorities.The components of Tier 1 include:

- Establishing and teaching core behavioral expectations
- An aligned school counseling program
- Family engagement practices
- Challenging and engaging academic curriculum
- Social-emotional learning
- Health curriculum
- Bullying prevention

PBIS

Roanoke County Public Schools has implemented Positive Behavioral Interventions & Supports (PBIS), a research and evidenced-based framework for creating a common vision of behavioral expectations through consistent language and practices among staff and students. These practices (e.g., explicit instruction of expectations, feedback systems, behavioral definitions and procedures, professional learning for students and staff, etc.) help to ensure that students miss a minimal amount of instructional time due to disciplinary consequences and support all learners across three tiers (universal, targeted, and intensive) based upon student needs.

Consideration of the 5-point Intervention Model for Addressing Discipline Disproportionality (Kent McIntosh, et. al., 2014) is imperative to support equitable discipline for all students. This model includes the following components:

1. Use Effective Instruction to Reduce the Achievement Gap
2. Implement PBIS to Build a Foundation of Prevention
3. Collect, Use, and Report Disaggregated Discipline Data
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Neutralizing Routines for Vulnerable Decision Points

Within the PBIS framework, Restorative Practices (RP) is recommended as a proactive approach to managing student misbehavior. The goals of Restorative Practices in Roanoke County Public Schools include having students take responsibility for their behaviors by addressing those they have harmed, allowing every student who is harmed to have a voice, and giving students the opportunity to learn from the process while minimizing interruptions to their education.

However, when these interventions are not successful, school personnel are authorized to employ the disciplinary measures contained in Roanoke County Public Schools' student conduct policy to maintain appropriate behavior of students and enforce school rules. Except as authorized by this policy, all disciplinary measures shall be imposed by the principal of the school or a person designated by the principal. The principal or designee should use discretion in selecting disciplinary measures appropriate to the offenses and the behavior records of the student. https://www.pbis.org/topics/school-wide

SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional Learning (SEL) is designed to foster the development of five cognitive, affective, and behavioral competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. As part of their growth and learning, students develop the skills and knowledge they need for communicating appropriately, interacting with peers and adults productively, resolving conflicts effectively, and managing emotions successfully. These competencies have a positive impact on academic achievement, sense of belonging, academic emotions and attitudes, interpersonal relationships. Attendance, learning, student behavior, and ultimately school safety positively benefit from strong social emotional skills. Social emotional learning competencies prepare students to be successful in school, in employment, and in life. Instructional and counseling staff use a variety of practices and strategies to build on students' existingskills. Research shows that social and emotional learning (SEL) helps create and is most effective in safeand supportive learning environments.

STUDENT BEHAVIOR

RCPS CODE OF STUDENT CONDUCT

It is important that all students attending Roanoke County Schools recognize that schools are built and operated for their benefit. Schools serve to provide students with appropriate and useful educational opportunities. An integral part of this concept is that students share responsibility for the maintenance of a sound, enjoyable educational climate within schools. Every student has the right to an opportunity to learn in an environment that is safe, clean, peaceful and well organized. Each student must also recognize that he/she has a responsibility to ensure that his/her actions do not deprive others of the same opportunity. The guidelines provided herein will help all students understand and protect their rights. School administrators or the Roanoke County Public Schools Executive Director of Administration can address questions relative to the RCPS Code of Student Conduct

LEVELED RESPONSE SYSTEM

Schools use instructional, preventive, and proactive strategies to teach and support the development of social emotional competencies necessary for appropriate decision-making and behavior. These competencies include self-awareness, social awareness, responsible decision-making, self-management, relationship skills. When students do not meet behavioral expectations, they will receive redirection and interventions to address the root causes of the behavior and teach appropriate alternative behaviors.

Certain offenses warrant disciplinary responses including but not limited to in-school suspension, out of school suspension, or expulsion. The leveled system of disciplinary responses is only one part of more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies. The delivery of disciplinary

responses serves four key functions:

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

STUDENT BEHAVIOR CATEGORIES

The Virginia Board of Education sorts behaviors into five (5) categories to reflect the impact on learning, the school environment, or other individuals. The categories encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional development and emphasize the importance of helping students achieve academically as well as develop SEL competencies. The five categories are:

- **Behaviors that Impede Academic Progress (BAP)**

  These behaviors impede academic progress of the student or students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

- **Behaviors Related to School Operations (BSO)**

  These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.

- **Relationship Behaviors (RB)**

  These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors may affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.

- **Behaviors that Present a Safety Concern (BSC)**

  These behaviors create unsafe conditions for students, staff, and visitors to the school. Since the underlying reasons for this type of behavior may lie in any of the social-emotional competencies, the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

- **Behaviors that Endanger Self or Others (BESO)**

  These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

The categories are a means to sorting behaviors in order to apply administrative responses to student behaviors.

Code Violation Levels

Code Violation Levels offer school administrators guidance when determining the appropriate interventions, supports, and/or responses for student misconduct. Each level represents explicit consequences permitted for specific code violations; however, depending on the circumstances, administrators may provide an intervention, support, or consequence from a lesser category.

Please note that younger elementary students (PK-3rd grade) may not be suspended for more than three (3) school days or expelled from attendance at school unless:

- the offense involves physical harm or credible threat of physical harm to others or
- the local school board or the division superintendent or designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

LEVEL 1: Code violations under this category result in classroom teacher supports, interventions, or minor consequences.

LEVEL 2: Code violations under this category may result in minor consequences, before or after school detention, or an in-school suspension for a maximum of five (5) days.

LEVEL 3: Code violations under this category may result in a suspension between one (1) and five (5) days.

LEVEL 4: Code violations under this category may result in a suspension between one (1) and ten (10) days.

LEVEL 5: Code violations under this category shall result in suspension between eleven (11) and forty-five (45) days, or expulsion.

The long-term suspension may extend beyond a 45-school-day period, if the division superintendent or designee finds that:

- the offense involves a firearm or destructive device, firearm muffler or firearm silencer, or a pneumatic gun, drugs or serious bodily injury or
- the local school board or the division superintendent or designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Additionally, this Code of Student Conduct, contains separate Code Violation sections dedicated to elementary and secondary students. RCPS believes that different levels of development warrant different levels of responsibility; therefore, the consequence may vary.

Every effort should be made to correct student negative behaviors through interventions and other school and division resources and with the least *severe* disciplinary responses.

DISPOSITIONLEVEL	PK-12 Responses to be Considered	
LEVEL 1 **Classroom teacher responses, intervention, and management** Intended to prevent further behavioral issues while keeping the student in school. Parent contact required and documented in the RCPS Student Information System.	• Recognize/reward appropriate behavior • Re-teaching or modeling of desired behavior (teacher or counselor)` • Acknowledge appropriate behavior • Check in/check out • Consult case manager if applicable	• Written/verbal reflection or letter of apology • Behavior monitoring • Restitution • Classroom seat change • Loss of classroom privileges • Student/Teacher/Parent conference • Teacher detention (before or after school or lunch)
LEVEL 2 Administrative responses and interventions are designed to prevent further behavioral issues while keeping the student in school. Depending on the severity of the behavior, short-term removal from the classroom may be appropriate. Parent notification required and documented in the RCPS Student Information System.	• Review student data and previous interventions • Student support conference • Check In/Check Out • Administrative assigned detention (before or after school or lunch) • Initiate/review Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) - option for all students • Consult IEP or 504 case manager and schedule meeting, if appropriate.	• Schedule change/seat change • Written reflection or letter of apology • Restitution • Temporary loss of privileges • Classroom-based responses • Refer to support services (School Counselor, School Social Worker, School Psychologist, Counseling Groups) • Child Study referral • Bullying assessment as needed • In-school suspension up to 5 days
LEVEL 3 Dependent upon the severity, chronic nature of the behavior and/or safety concerns, level 3 behaviors may result in the student's short-term removal from school. Parent notification required and documented in the RCPS Student Information System.	• Review student data and previous interventions • Administrative intervention and response • Administrator/Student /Teacher/ Counselor/Parent conference • Administrative assigned detention (before or after school or lunch) • Initiate/review Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) - option for all students • Refer to support services (School Counselor, School Social Worker, School Psychologist, Counseling Groups)	• Restitution • Written/verbal reflection or letter of apology • Consult IEP or 504 case manager and schedule meeting, if appropriate. • Bus suspension up to 3 days • Child Study referral • Threat assessment as needed • Bullying assessment as needed • In-school suspension (elementary up to 3 days/secondary up to 5 days) • Short-term out-of-school suspension (1-3 days for PK-3 and 1-5 days for grades 4-12)
LEVEL 4 Dependent upon the severity, chronic nature of the behavior and /or safety concerns, level 4 behaviors may result in the student's short-term or long-term removal from school. Parent notification required and documented in the RCPS Student Information System.	• Review student data and previous interventions • In-school suspension (elementary up to 3 days/secondary up to 5 days) • Bus suspension 4 or more days • Threat assessment as needed • Bullying assessment as needed • Referral to law enforcement as required • Child Study referral	• Restitution • Initiate/review Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) - option for all students • Consult IEP or 504 case manager and schedule meeting, if appropriate. • Schedule change • Out-of-school suspension up to 10 days (PK-grade 3 no more than 3-day suspension) • Recommendation for long-term suspension or expulsion
LEVEL 5	• Out-of-school suspension (10 days) and recommendation for expulsion ***required***	• Threat assessment as needed • Referral to law enforcement as required

Maintain special education Manifestation Determination Review procedures at all levels

Student Code of Conduct, Definitions, Rules and Leveled Responses to Behavior

Student Code of Conduct

Disciplinary consequences are actions taken to correct inappropriate or unsafe behaviors. Through teacher interventions and school-wide positive behavior models, RCPS staff members work to prevent inappropriate and unsafe behaviors before they start or to intervene to keep these behaviors from escalating. In order to maintain a safe and appropriate educational environment for students and employees, all division employees are required to report violations of the Student Code of Conduct to the appropriate school administrator.

The offenses outlined in this document are the most common infractions of school and bus rules. Students may be disciplined for conduct that is not described herein, but which interferes with the educational process or threatens the safety or welfare of staff or students. School officials are authorized to use any and all disciplinary actions permitted by Virginia law.

Unless specifically indicated, the list of violations shall apply to all students, on all school property and at all school activities and functions, including, but not limited to, field trips and athletic events, before and after-school programs, and summer school sessions. The rules apply to students coming to and returning from school, including, but not limited to, school bus stops and the bus.

Additionally, many of these offenses may be considered violations of the law.

Students and parents may be held financially responsible for damages incurred as a result of violations of the Student Code of Conduct. The school board may take action against a student or the student's parent(s) for any loss, breakage or destruction of or failure to return property owned by or under the control of the school board. Such action may include seeking reimbursement from a student or the student's parent(s) for any such loss, breakage or destruction of or failure to return school property.

Any violation of school rules can result in disciplinary action; however, serious or repeated violations will result in an automatic referral for a disciplinary hearing and can result in suspension or expulsion. In addition, the principal shall make any required report to the superintendent, to law enforcement, and to the parent pursuant to Va. Code § 22.1-279.3:1. Principals will also report any acts that may constitute a criminal offense to the parents of any minor student who is the specific object of the offense and that the parents may contact law enforcement for further information.

C. Student Conduct and Leveled Responses to Behavior

Alcohol, Tobacco and Related Products, and Other Drugs

- Student shall not possess, use, and/or distribute tobacco and/or tobacco products, "electronic cigarettes", personal vaporizers, nicotine dispensers and products, or other drugs on school property, on school buses, or during school activities, on or off school property. This includes, but may not be limited to, smokeless tobacco, anabolic steroids, look-alike drugs, drug paraphernalia, and any prescription or non-prescription drug not possessed in accordance with Policy 7.13 "Administering Medication to Students."
- Students are prohibited from attempting to possess, use, consume, procure and /or purchase, any of the restricted substances listed in this section or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed in this section.
- Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.
- In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two years to compete in interscholastic athletic competition if the school principal and the superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.
- The unlawful manufacture, distribution, dispensation, possession, use or being under the influence of alcohol, anabolic steroids, or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance as defined in the Drug Control Action of chapter 15.1 of Title 54 of the Code of Virginia and as defined in schedules I through V of 21 USC § 812, imitation controlled substance or drug paraphernalia is prohibited. "Drug paraphernalia" shall mean those items described in §18.2-2.265.1 of the Code of Virginia and "imitation controlled substance" shall mean a pill, capsule, tablet, or other item which is not a controlled substance, an alcoholic beverage, anabolic steroid, or marijuana, but which by overall dosage unit appearance, including color, shape, size, marking or package, or by representations made, is intended to

lead or would lead a reasonable person to believe that such pill, capsule, tablet or other item is a controlled substance, an alcoholic beverage, anabolic steroid, or marijuana.

- In accordance with § 22.1-277.08 of the Code of Virginia, a student who has brought a controlled substance, imitation controlled substance, marijuana as defined in § 18.2-247, or synthetic cannabinoids as defined in § 18.2-248.1:1 onto school property or to a school-sponsored activity must be recommended for expulsion by the principal, unless the principal determines that, based on the facts of the particular case, that special circumstances exist and another disciplinary action is appropriate. If the principal recommends expulsion, the Superintendent or his designee is authorized to conduct a preliminary review of such cases to determine whether disciplinary action other than expulsion is appropriate. In any such case in which a recommendation of expulsion is before the School Board, the School Board may determine that, under the facts of the particular case, special circumstances exist and another disciplinary action is appropriate.
- Other drug offenses may also result in expulsion.
- The improper use of inhalants and/or "over-the-counter" medication is prohibited.
- See Policy 7.13 Administering Medication to Students and Policy 7.14 Substance Abuse Policy.

Arson

Code of Virginia § 18.2-79 prohibits the burning or destroying of any school. The destruction may be in whole or in part--only, a slight burning is necessary to violate this section of the Code. Incidents that rise to the level of arson of a school should be turned over to law enforcement for investigation.

Attendance

Regular attendance at school is important in making academic progress and developing responsibility. Students are expected to arrive to all classes on time every day. Please refer to Policy 7.07 Student Attendance for detailed information about absences and tardies.

§ 22.1-254. of the *Code of Virginia* addresses compulsory attendance, excuses and waivers, alternative education program attendance, and exemptions. The *Code of Virginia* specifically prohibits the use of suspension in cases of truancy: § 22.1-277. *Suspensions and expulsions of pupils generally.*

Truancy means unexcused absence from school. However, there is an important distinction between a student who is truant and one who is chronically truant. A student displays truant behavior with a single unexcused absence from school. A student who reaches or surpasses an excessive number of absences may be considered chronically truant and be subject to intervention as defined within this policy and Policy 7.07 Student Attendance. Virginia law does not define a truant behavior specifically but does define a child who is habitually and without justification absent from school as a "child in need of supervision" when certain other conditions are met.

According to § 16.1-228. A. of the *Code of Virginia,* the following criteria defines a "child in need of supervision" who is truant:

- A child who, while subject to compulsory school attendance, is habitually and without justification absent from school;
- The child has been offered an adequate opportunity to receive the benefit of any and all educational services and programs that are required to be provided by law and which meet the child's particular educational needs;
- The school division from which the child is absent or other appropriate agency has made a reasonable effort to affect the child's regular attendance without success; and
- The school division has provided documentation that it has complied with the provisions of § 22.1-258 that address actions to be taken when a pupil fails to report to school.

Aggravating Circumstances

For the purposes of §22.1-277 and §22.1-277.05 of the *Code of Virginia*, "aggravating circumstances" shall mean:

- That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
- That a student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
- That a student engaged in a serious offense that is:
  a) persistent (repeated similar behaviors are documented on the student's disciplinary record), and
  b) unresponsive to targeted interventions as documented through an established intervention process.

Bomb Threat

RCPS prohibits bomb threats and conduct involving firebombs, explosives, incendiary devices, or chemical bombs. Threats to bomb or damage buildings and giving false information as to danger to such buildings are prohibited by § 18.2 -83. of the *Code of Virginia*. Definitions of "explosive material," "fire bomb," and "hoax explosive device" are defined in § 18.2-85. of the *Code.* Bomb threats must be reported to law enforcement.

Bullying & Cyberbullying (Policy 3.16 and 3.16AR)

Students, either individually or as a part of a group, shall not harass or bully others. “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 may be repeated over time or causes severe emotional trauma.

While this list is not intended to be inclusive, the following acts illustrate bullying:

- Physical intimidation, taunting, name calling, and insults and any other prohibited activities.
- 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 aggressor or aggressors and victim: and is often repeated over time or causes severe emotional trauma.
- Bullying includes cyber or online bullying.
- Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.
- Falsifying statements about other persons is also prohibited.

Compliance with Directions

Students shall follow all directions given by teachers, principals, and all other school employees. When resource officers question students for law enforcement purposes, students retain their right not to incriminate themselves.

Damage and Destruction of Private/School Property

Students may not cause or attempt to cause damage to school and personal property of others. This rule pertains to, but is not limited, to damage to the exterior and interior of buildings, books, laptop computers, computer equipment and software (including the alteration thereof), school buses, private automobiles, school grounds and private or school property. Vehicles parked on school premises (or other areas contracted by the school) shall remain at all times under the control of the school. The School Board may recover damages sustained because of the willful or malicious destruction or damage to public property pursuant to Policy 9.07 Vandalism.

- Property violations include, but are not limited to, arson, destruction of property, vandalism, and theft.
- **Destruction of property*: § 22.1-280.4.*** School boards are authorized to seek reimbursement from a pupil or the pupil's parent for any “actual loss, breakage, or destruction of or failure to return property, owned by or under the control of the school board, caused or committed by such pupil in pursuit of his studies.”
- **Theft – Larceny**: The wrongful taking of the property of another without the owner’s consent and with the intention of permanently depriving the owner of possession of the property.

Disruptive Behavior

“Disruptive behavior” is prohibited and is defined in § 22.1-276.01. of the *Code* as a violation of school board regulations governing student conduct that interrupts or obstructs the learning environment.

- Dress Code

See policy 7.11AR Dress Code for more information.

Electronic Devices / Inappropriate Use

Computers, networks and access to the Internet are valuable resources provided to enrich and support the instructional program. To protect these resources, students shall not:

- Use computers or the Internet in any way that would cause disruption to others.
- Use these resources for any purpose not directly related to school activities.
- Attempt to bypass any security features on Roanoke County computers, networks or the Internet.
- Violate U.S. copyright laws by making or using unauthorized copies of any protested material.
- Plagiarize information obtained via the school network.

Additional Administrative Regulations apply to ensure the instructional integrity, maintenance and security of mobile computers issued to students for use both in and out of school. Students and their parents must assume responsibility for appropriate use of the computer at all times and take precautions to protect the computer from loss or damage.

Students and parents shall read the complete Code of Conduct for Use of the School Network and the Internet, which is included in this policy. The students and his or her parent/guardian must sign the Internet Use Agreement before being permitted independent access to the Internet.

Student Use of Personal Mobile Devices on School Property or at School-Sponsored Activities

See policy 6.42a Student Use of Personal Mobile Devices for more information.

Fighting / Assaulting / Threatening / Self-Defense

Students and school personnel are entitled to safety, security and freedom from verbal or physical aggression while on or of school property. An atmosphere conducive for learning must exist if quality education is to prevail. Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.

The following actions are prohibited. Students shall not:

- threaten, intimidate, cause, or attempt to cause physical or mental injury to other students, employees, or other persons;
- make gestures, use notes or make verbal comments, which threaten students, employees, or other persons or deprives them of their rights;
- incite or instigate actions against persons through comments, written messages, or actions;
- assault other students, employees, or other persons through physical or verbal means;
- intentionally injuring others
- Gambling

Gambling, which is any event, action or statement that relies on chance for the monetary advantage of one participant at the expense of others, is prohibited. This includes exchanging of items of value as well as currency and extends to keeping score for later settlement.

Gang Activity

Students shall not engage in gang activity on school grounds, on school buses or on any school sponsored activity. In addition, students shall not engage in gang activity using the School Division computer system at any time. A gang is defined as any group of three or more persons whose purpose includes:

- commission of illegal acts
- participation in activities that threaten the safety of persons or property
- disruption of the school environment
- creation of an atmosphere of fear and intimidation.

Students are subject to disciplinary action in accordance with Policy 7.11 Student Conduct and the Standards of Student Conduct issued by the superintendent for participating in gang activity. Gang activity is defined as:

- wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that is evidence of membership or affiliation in any gang;
- committing any act, or using any speech, either verbal or non-verbal (such as gestures or handshakes) showing membership or affiliation in a gang;
- using any speech or committing any act in furtherance of the interests of any gang, including: (a) soliciting, hazing and initiating others for membership in any gang, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school policy and inciting other students to act with physical violence;
- inappropriate congregating, bullying, cyberbullying, harassment, intimidation, degradation, disgrace and/or related activities which are likely to cause bodily danger, physical harm, or mental harm to students, employees or visitors

Hazing

Hazing is unlawful and is prohibited. Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Integrity

Students are expected to perform honestly on any assigned schoolwork or tests and to show respect for the belongings of others.

The following actions are prohibited. Students shall not:

- Cheat on a test or assigned schoolwork by giving, receiving, offering, and/or soliciting information.
- Plagiarize by copying the language, structure, idea, and/or thoughts of another.
- Falsify statements on any assigned schoolwork, tests, or other school documents.
- Steal the personal property of another person.
- Use technology for any unauthorized use.

Prescription and Over-the-Counter Medication (Policy 7.13 and 7.13AR)

School personnel shall give prescription medication, nonprescription medication, and herbal remedies or over the counter supplement not approved by the FDA to students only pursuant to the procedures set forth under Policy 7.13 Administering Medication to Students.

If over-the-counter (OTC), non-prescription medication is required, it must be supplied to the school in an unopened original container by the parent. Written parent permission must be provided with specific directions for administration. Sharing, borrowing, distributing, manufacturing, or selling any medication is prohibited. Permission to self-administer non-prescription medication (grades 9-12) may be revoked if the student violates this policy and the student may be subject to disciplinary action.

Exceptions to these regulations may be necessary depending on individual circumstances. The principal may only authorize exceptions.

Designated school staff at all grade levels shall administer all prescription medications. There are exceptions in which the student may keep certain prescription medications for self-administration. These include bronchodilator inhalers, auto-injectable epinephrine, insulin, glucose tablets, gel, and glucagon administration kits. Written notice from the student's health care provider is required to be on file at the school approving of self-administration. Seizure rescue medications may be carried on the student's person with approval from the Roanoke County Schools Medical Care Team.

Administration of Non-Prescription (over-the-counter) Medications for Grades K-8

- Written permission must be provided indicating the name of the medication, dosage, time to be given, the reason for taking the medicine and the parent/guardian's signature on the Medication Permission Form. A handwritten note is acceptable if it provides the aforementioned information.
- if over-the-counter (OTC), non-prescription medication is required, it must be supplied to the school in an unopened original container by the parent/guardian.

Non-Prescription (over-the-counter) Medications for Grades 9-12:

Same as procedure for grades K-8. In addition, parents who determine their child may self-administer non-prescription medication on their own must:

- indicate on the Medication Permission Form or the Permission for High School Students to Self-Carry form that the student has permission from the parent to transport and take medication;
- allow the student to bring only the dosage to be used at school for that day.
- medication must be kept in an original container or package.
- the student may not share the medication with another student/person.

- Profane or Obscene Language or Conduct

Profane or obscene language and conduct are prohibited, in accordance with § 22.1-279.6. C. of the *Code of Virginia.*

- Stalking

Stalking is prohibited and is defined in § 18.2-60.3. of the *Code of Virginia* as conduct, occurring on more than one occasion and directed at another person, that places that other person in reasonable fear of death, criminal sexual assault, or bodily injury.

- Student Sexual Harassment

Sexual Harassment is illegal behavior that harms the victim and negatively impacts the school system by creating an environment of fear, distrust, and intolerance. Roanoke County Schools is committed to provide a safe, healthy environment for all students that is free from unlawful sexual harassment and discrimination on the basis of sex. Roanoke County Schools strictly prohibits all forms of sexual harassment. It is a violation of school board policy for any student, employee, or third party (school visitors, vendors, etc.) to sexually harass any student.

While this list is not intended to be inclusive, the following acts illustrate sexual harassment:

- unwelcome sexual slurs, threats, verbal abuse, derogatory comments, or sexually degrading descriptions, verbal harassment;
- pressure for sexual activity;
- unwelcome physical contact or sexual assault;
- repeated statements to a person with sexual or demeaning implications;
- suggesting or demanding sexual involvement or favors accompanied or implied by explicit threats concerning scholastic or employment performance or status;
- unwelcome leering, staring, sexual flirtation, or propositions;
- unwelcome graphic, verbal comments about an individual in a sexual way;
- cornering or blocking of normal movements in a sexual manner;
- displaying sexually suggestive objects; and
- any other gender-based harassment, whether initiated by students, employees, or third parties.

It is the policy of Roanoke County Schools to investigate promptly and resolve all complaints of sexual harassment and discrimination on the basis of sex. Victims of sexual harassment shall be afforded avenues for filing complaints, which are free from bias, collusion, intimidation, or reprisal. Students are encouraged to report complaints as soon as possible to a professional employee and eventually to the principal so that the complaint can be effectively investigated. The principal shall investigate the complaint and report the findings to the parties. If founded, appropriate action will be taken.

False or malicious complaints of sexual harassment may result in disciplinary action against the complainant.

Trespassing

Trespassing upon school property, including school buses, is specifically prohibited by § 18.2-128. of the *Code of Virginia*: Any person who, without the consent of some person authorized to give such consent, goes or enters upon, in the nighttime, the premises or property of any school property for any purpose other than to attend a meeting or service held or conducted in such school property, shall be guilty of a Class 3 misdemeanor.

Weapons and Dangerous Instruments

Carrying, bringing, using or possessing any firearm, dangerous device, or dangerous or deadly weapon in any school building, school buses, on school grounds, in any school vehicle or at any school sponsored activity without the authorization of the school principal or the superintendent or superintendent's designee is prohibited, and grounds for disciplinary action. The superintendent or superintendent's designee is permitted to give authority to possess a firearm on school property only to persons expressly authorized by statute to possess a firearm on school property.

Such weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm listed in Va. Code 22.1-277.07 of the Code of Virginia, designed or intended to propel a projectile of any kind, including a rifle;
- unloaded firearms in closed containers;
- any air rifle or BB gun;
- toy guns and look-alike guns;
- any dirk, knife or razor, bowie knife, switchblade knife, ballistic knife, stiletto knife, machet; slingshots or slingbows or spring sticks;
- brass or metal knuckles, and blackjacks;
- any flailing instruments consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nunchaku, nunchaku, shuriken or fighting chain;
- any disc of whatever configuration, having at least two point or pointed blade, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart;
- explosives; and
- destructive devices as defined in Va. Code, 22.1 -277.07 and
- other dangerous articles.

Safe Harbor

When a student discovers that he/she accidentally or inadvertently brought a weapon onto school property, the provision of "safe harbor" allows the student to immediately report this to a teacher or administrator and not receive consequences if the weapon has not yet been seen by a teacher, administrator, and school employee or by another student.

Expulsion for Possession of Firearms

A student who has possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1 or who has possessed a firearm or destructive device as defined in Va. Code § 22.1-277.07, or a firearm muffler or firearm silencer, or a pneumatic gun as defined in Va. Code § 15.2-915.4 on school property or at a school-sponsored activity will be recommended for expulsion. The School Board may determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. The School Board also authorizes the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. If it is determined by the superintendent or superintendent's designee that a disciplinary action other than expulsion is appropriate, such disciplinary action is taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

This prohibition does not apply to Junior Reserve Officers Training Corps (JROTC) programs or to the possession of firearms as part of the curriculum or other programs sponsored by the schools or other organization permitted by the school to use its premises.

Roanoke County Public Schools and Virginia Policies & Procedures

The school board's policy manual, including its policies relating to student rights, duties, and discipline, is on the school division's website (https://RCPS.us) and students, parents, and families are urged to visit that website to familiarize themselves with those policies.

Disciplinary Responses / Appeals

- Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.
- Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance.
- The authority of teachers to remove students from their classes in certain instances of disruptive behavior shall not be interpreted to affect the operation of this policy. The superintendent is responsible for creating procedures to ensure that suspended students are able to access and complete graded work during and after the suspension.

1. During the principal's investigation of a violation of the Student Conduct Code, the student shall be encouraged to raise any defense and may request that a parent or guardian be present.
2. Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property.
3. In-School Disciplinary Program
    a. For some violations of the Student Conduct Code, a student may be removed from his regular schedule of classes and assigned to a classroom for the entire day or a reasonable period of time.
    b. In-school disciplinary actions taken by an administrator may be reviewed by the principal whose decision shall be final.
4. Short-term Suspensions
    a. A student may be suspended out of school for violations of the Student Conduct Code.
    b. Except as provided in subsection C of Va. Code 277 or Va. Code 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

c. For out of school suspensions of ten or fewer days, the school administrator shall inform the student of the specific violation and provide the student with opportunities to respond to those charges.

d. The student may present the student's version of what occurred except in the case where the student's presence poses a continuing threat to persons or property or an ongoing threat or disruption. Such a student may be removed from school immediately and the notice of explanation of facts, and the opportunity to present the student's version given as soon as practical thereafter.

e. The notice of suspension shall contain: 1) the length of the suspension to be imposed; 2) a description of the violation; 3) a brief factual statement supporting such violation; 4) a statement that community based educational or intervention programs are or are not available during the suspension; 5) when the student may return to school; and 6) the suspension may be reviewed by the superintendent's designee within two (2) days of receipt of notice.

f. Student assignments to in-school suspension are not subject to review.

g. The parent/guardian shall submit a letter of appeal to the principal within two working days. The principal shall review the suspension and all of the evidence, and render a decision.

h. To appeal further, the parent shall submit written notice to the principal within two working days of the notification of the principal's decision to uphold the suspension and request that the principal forward the letter of appeal to the superintendent's designee. The superintendent's designee shall review the information, and may investigate and/or conduct a hearing, if necessary, and render a decision. For suspensions of ten or fewer days, the decision of the superintendent's designee shall be final.

5. Long-term Suspensions

a. A pupil may be suspended from attendance at school for 11 to 45 school days after written notice is provided to the pupil and the pupil’s parent of the proposed action and the reasons therefore and of the right to a hearing before the superintendent or superintendent's designee. The decision of the superintendent or superintendent's designee may be appealed to the full School Board. Such appeal shall be decided by the School Board within thirty days.

b. The school administrator shall inform the student of the specific violation and provide the student with the opportunity to respond to the charges.

c. The same standards of removal of a student and notices of suspension as described for short-term suspensions also apply to long-term suspensions.

d. A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in Va. Code 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) the School Board or division superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

e. Written notice of the proposed action and the right to appeal shall be given to the parent(s) or guardians. An appeal of a suspension shall not hold the suspension in abeyance.

f. The appeal may be made in the following manner:

For a long-term suspension, the student and his parent(s) or guardian may appeal the decision to the school board. The appeal must be in writing and filed within seven calendar days of the decision to impose a long-term Suspension. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal.

The school board shall, within thirty calendar days of the decision to impose a long-term suspension suspend in excess of ten (10) days, conduct a review of the record and render a decision.

6. Expulsions

a. An expulsion is any disciplinary action imposed by a School Board as provided in School Board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of expulsion.

b. A student may be recommended for expulsion for serious or repeated violations of the Student Conduct code such as, but not limited to, possession of weapons, drugs, fighting and/or other serious infractions.

c. The notice of expulsion shall contain: 1) a brief description of the violation; 2) the terms of expulsion that the principal plans to recommend to the school board and plans to apply if a hearing is waived; 3) a statement that community based education or intervention programs are or are not available during the suspension leading to the recommendation expulsion; 4) a description of the hearing procedures; and

5) notification that written statements about the misconduct and the student's records are available for examination by the student, parent, and authorized representatives.

d. The student has a right to a hearing before the school board, which may be waived if the student and/or parent agree to forego it by furnishing a signed statement to that effect. If the hearing is not waived, the Clerk of the School Board will establish a time, place and date for the hearing. The decision of the School Board is final.

e. Upon the expiration of the exclusion period of an expulsion or withdrawal of admission, which period shall be established by the school board, the student may petition the school board for admission. If the petition is rejected, the school board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may re-petition the school board for admission.

7. Re-admission of Suspended and/or Expelled Students

a. Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to his or her regular school.

b. Any student who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom an admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the Roanoke County Schools, in accordance with Policy 7.01 School Admission. In the case of a suspension of more than thirty days, the term of the exclusion may not exceed the duration of such suspension.

c. In excluding any such expelled student from school attendance, the School Board may accept or waive any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code 22.1-277.06. The School Board shall not impose additional conditions for readmission to school.

d. No suspended student is admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or principal's designee determines that re-admission, without parent conference, is appropriate for the student.

e. If the parent fails to comply with this policy or Policy 7.01 School Admission, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

f. Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period shall be established by the School Board or superintendent or superintendent's designee, as the case may be at the relevant hearing, the student may re-petition the School Board for admission. If the petition for admission is rejected, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may re-petition the School Board for admission.

g. The School Board may permit students excluded pursuant to this subsection to attend an alternative education program provided by the School Board for the term of such exclusion.

Discipline of Disabled Students Served Under the Individuals with Disabilities

1. Students with disabilities, who violate the student code of conduct, or engage in conduct for which they may be disciplined, will be disciplined in accordance with this policy. Additionally, the regular disciplinary procedures must be followed. School personnel may consider any unique circumstances on a case-by- case basis when determining whether to order a change in placement for a child with a disability as a result of discipline.

2. Long-Term Suspensions, Expulsions or, Short-Term Suspensions Which Constitute a Pattern are Long Term Removals and Considered a Disciplinary Change in Placement

a. For the purpose of removing students with disabilities from their current educational placements, a disciplinary change in placement occurs when:

i. the removal is for more than 10 consecutive school days at a time; or

ii. Pattern analysis: there is a series of removals during the school year, each of which is for 10 days or less and they cumulate to more than 10 days in a school year and constitute a pattern because of:

a. the length of each removal

b. the proximity of the removals to each other
c. the total time the student is removed and
d. the child's behavior is substantially similar to the child's behavior in the series of removals for previous incidents in the school year.

The pattern analysis determination is made and documented by the administration.

a. If the disciplinary action will result in a long-term removal, the student's parents must be sent notice of the recommendation of discipline the same day as the decision is made for the disciplinary change in placement and must be provided with a copy of the procedural safeguards. The procedures outlined in Section IV must also be followed.

b. A parent may request a due process hearing to challenge the pattern analysis determination. A Manifestation Determination Review (MDR) must be held before a student may be subject to discipline that would constitute a change in educational placement.

3. Short-Term Suspensions

a. A short-term suspension is a suspension of 10 or fewer consecutive days at a time.

b. School authorities may remove a student with a disability from his or her current educational setting for 10 school days cumulative in a school year to the extent that such removals would be applied to students without disabilities and for additional short-term suspensions during the school year provided no pattern exists. Short-term suspensions which constitute a pattern will be handled through long-term removal procedures.

c. No MDR or IEP meeting is required for a short term removal, although an IEP meeting may be held if needed. Educational services are provided for each day of removal after the first ten days of removal in a school year. Educational services should also be provided during the first ten days of removal if services are provided to a student without disabilities in the same circumstances.

4. Functional Behavior Assessments and Behavior Intervention Plans

a. If the MDR team members determine that a manifestation exists, the IEP team must:

i. conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP), if no FBA was conducted previously; or,

ii. if the student already has an FBA and a BIP in place, review and modify the BIP, as necessary to address the behavior.

b. If the student's conduct was determined to be a manifestation of the students' disability, the school division and the parent may still agree to a change in placement made through the IEP process. Without this agreement, the student must return to the placement from which the student was removed. Nothing in this section limits the authority of the school division for the first ten days of removal in a school year or for applicable forty-five school day removals.

c. If the MDR team members determine that the conduct was not a manifestations of the student's disability, then the disciplinary procedures will be applied in the same manner as applied to students without disabilities and the IEP team should decide whether there is a need to conduct or review an FBA and BIP.

5. Educational Services While Disciplined

a. For the first 10 days of removal in a school year, the School Board is not required to provide educational services to the student with a disability if services are not provided to students without disabilities who have been similarly removed.

b. After the first 10 days of removal in a school year, the School Board shall provide educational services to the student during the period of removal. The services must enable the student to:

i. continue to progress in the general curriculum, although in another setting, and

ii. make progress toward meeting the goals set out in the student's IEP.

c. The determination of the educational services is made by the IEP team if the discipline constitutes a change in placement. For a short term removal which is not a change in placement, the determination of the education services is made by school personnel in consultation with the student's special education teacher.

6. Manifestation Determination Review

a. When a disciplinary action is proposed that will result in a disciplinary change of placement, an MDR shall be conducted within 10 school days after the date on which the decision to take disciplinary action is made. This review shall be conducted by the Manifestation Team which consists of a local educational agency representative, the parent(s), and relevant members of the IEP team (as determined by the parent and the school division).

b. The Manifestation Team may determine that the behavior of the student was not a manifestation of such child's disability only if the Team:

   i. considers all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information supplied by the parents; and

   ii. determines that:

   a. the conduct in question was not caused by, or did not have a direct and substantial relationship to, the student's disability; and
   b. the conduct in question was not the direct result of the school division's failure to implement the IEP.

7. Disciplinary Action Following an MDR Determination that there is No Manifestation

   a. If the behavior is not a manifestation of the student's disability, the disciplinary procedures will be applied in the same manner as applied to students without disabilities. The student must continue to receive the educational services necessary to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. In addition, the special education and disciplinary records of the student must be made available to the person who makes the final decision regarding the imposition of discipline.

   b. A parent may request an expedited due process hearing if the parent disagrees with the determination that the behavior was not a manifestation of the student's disability or if the parent disagrees with any decision regarding the placement of the student while disciplined. During any appeal, the student will remain in the interim alternative education setting unless reversed by decision of the hearing officer; provided, however, the student may still serve the balance of any applicable forty-five school day removal. The placement may also be changed through the IEP process with the consent of the parent.

8. Disciplinary Action Following MDR Determination that there is a Manifestation

   a. A student with a disability whose behavior is determined to be a manifestation of his or her disability may not be disciplined except to the extent a removal is otherwise permitted by law. The student may also be removed to a more restrictive placement by following change in placement procedures through the IEP process. The IEP team must conduct or review an FBA and/or BIP as provided in Section 3.

9. Interim Alternative Educational Settings for Weapons, Drugs and Infliction of Serious Bodily Injury

   a. Students with disabilities 1) who carry or possess a weapon to or at school, or on school premises, or to or at a school function under the jurisdiction of a state or local educational agency; 2) who knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or 3) who inflict serious bodily injury upon another person at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency may be disciplined pursuant to School Board policies and may be placed in an interim alternative educational setting for up to forty-five school days. These options are available even if a manifestation exists. If no manifestation is found, the student may be disciplined to the extent a student without disabilities would be disciplined.

   b. Weapons, controlled substance and serious bodily injury have the meaning given under state regulations in 8 VAC 20-81-10.

   c. Any interim alternative educational setting shall be selected, by the IEP team, so as to enable the student to continue to progress in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student must also receive, as appropriate, an FBA, behavioral intervention services and modifications designed to address the behavior so it does not recur.

10. Change of Placement by Hearing Officer

   a. In addition to the other options for removal, a hearing officer through an expedited due process hearing requested by the school division, may order a change in the placement for a student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to

result in injury to the student or others. Additional forty-five (45) school day removals may be authorized by the hearing officer as appropriate.

11. Placement during Appeals
    a. During the course of any appeals, the student's placement shall be in accordance with the provisions of state and federal law unless the parent and the school division agree otherwise. Students with disabilities are also entitled to the due process rights available to a non-disabled student who is subject to discipline. In addition, students with disabilities are entitled to the due process procedures available under the Individuals with Disabilities Education Act, as amended, and any state procedures.
12. Students Not Yet Identified as Disabled
    a. Students for whom the parents assert there is a disability but who have not yet been identified as disabled may be subjected to the same measures applied to students without disabilities if the school division did not have knowledge of the disability before the behavior that precipitated the disciplinary action occurred. A school division will be found to have knowledge of the student's disability if, before the behavior that precipitated the disciplinary action occurred, one of the following occurred:
       i. the parent expressed concern in writing to supervisory or administrative personnel of the school division, or to a teacher of the student, that the student is in need of special education and related services; or
       ii. the parent requested an evaluation of the student for special education eligibility; or
       iii. the student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel of the school division that suggests the presence of a disability.
    b. A school division would not be found to have knowledge of a student's disability if:
       i. the parents refused to allow an evaluation of the student or refused special education services; or
       ii. the student was evaluated and found not eligible for special education services.
    c. If a request for an initial evaluation is made during the period a student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is found eligible as a child with a disability, taking into consideration information from the evaluation conducted by the school division and information provided by the parents, then the student must be provided special education and related services, although in another setting. Pending the results of the evaluation, the student shall remain in the educational placement determined by the school authorities which placement can include suspension or expulsion without services.
13. Disciplining Certain Section 504 Students Who Violate Alcohol and Drug Policies
    a. Students who are identified as disabled solely under Section 504 of the Rehabilitation Act, and who are currently engaging in the illegal use of drugs or alcohol, may be disciplined for violating the division's alcohol and drug policies to the same extent as non-disabled students. The student is not entitled to a due process hearing under special education procedures in this circumstance but does retain the protections afforded to regular education students.
14. Reporting of Crimes
    a. Nothing in these procedures prevents the reporting of a crime to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities.

Pupil Transportation

1. Proper behavior is required to, from, and at bus stops and while riding the bus to assure that the rights of others are respected.
2. School bus transportation is provided for many Roanoke County students. This service exists for elementary, middle, and high school students to and from school, instructional field trips, athletic trips, special after-school activities, and from base schools to locations where specialized educational programs are available.
3. It is important to know that riding a school bus is a privilege. Students who do not behave on the school bus may have the privilege of riding revoked for a specified time or permanently. The driver of the bus has the authority to and the responsibility for maintaining order and providing a safe environment. When the driver

requires assistance to resolve a potentially harmful situation on the bus, the schools served by the driver will render assistance.

4. Behavior on Buses
   a. Students are expected to behave on the bus in the same way that they are expected to behave in the classroom.
   b. Bus conduct rules are posted on all buses, and misconduct by any student on the bus, at a bus stop or going to or from a bus stop, will be reported to the school administrator by the bus driver.
   c. Buses are equipped with video cameras that record the activities on the bus and may be used by the school administrator in determining appropriate disciplinary action resulting from misconduct on the bus.
5. Riding a Different Bus
   a. Students needing to ride a different bus from the one regularly assigned must have a note from a parent/guardian and signed by a school administrator before riding the different bus.
6. Bus Stops
   a. Students are expected to be at their bus stop five (5) minutes prior to the time the bus arrives.
   b. Misconduct of students at the bus stop or going to or from a bus stop may result in disciplinary action by the school administrator.
7. Misconduct Reports
   a. Bus drivers are obligated to report any misconduct of a student that they may observe.
   b. Fighting, assault, cursing, possession of tobacco products or controlled substances, sexual harassment and possession of weapons are examples of offenses that a driver must report to a school administrator.

Note change to policy 9.11AR: Pre K, kindergarten and first grade students must have a parent, adult who is listed on the student's emergency card, or an individual who is at least 14 years of age at the bus stop (visible to the bus driver) in the afternoon to receive them. The parent must provide written permission, which is pre-approved by the school administration, for individuals not listed on the emergency card and for any minor (age 14 to 17) in the afternoon to receive them. If a parent, other adults listed on the student's emergency card, or the pre-approved adult or minor is not at the bus stop, the child will be kept on the bus and returned to the elementary school.

Search and Seizure

Whether a search of a student is permissible depends on a balancing of the student's right to privacy and freedom from unreasonable search and seizure against the school division's responsibility to protect the health, safety and welfare of all persons in the school community and to carry out its educational mission. To maintain order and discipline in the schools and to protect the health, safety, and welfare of students and school personnel, school administrators or designee may search a student, student belongings, student lockers, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school or any item described as unauthorized in school rules available beforehand to the student.

The locations at which searches of students and student property may be conducted are not limited to the school building or school property. Searches may be conducted wherever the student is involved in a school-sponsored function.

Personal Searches

School administrators or designee may search any student's person and/or personal effects (e.g., purse, bookbag, etc.) when there is a reasonable suspicion to believe that the student possesses an item which violates law, school policies and regulations, or which may be harmful to the school or its students.

All searches of students must be based on reasonable suspicion. In order to be permissible, the search must be:

- justified at its inception and
- reasonably related in scope to the circumstances justifying the search.

A search is justified at its inception when a school official has reasonable grounds, based on the totality of the known circumstances, for suspecting that the search will reveal evidence that the student has violated or is violating the law, school board policies or regulations or school rules, or possesses an item that may be harmful to the

school or students. A search is reasonable in scope when it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

A student may be scanned with a metal detector.

A “pat down” search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion to believe that the student possesses an item which violates the law, school policies and regulations, or which may be harmful to the school or its students. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Students believed to have any such contraband on their person may be searched and metal detectors may be used. Students suspected of alcohol consumption or of being under the influence of illegal drugs may also be administered a breathalyzer test, or the principal may immediately require a drug test. Police dogs may also be brought onto school property to make appropriate searches.

If the school administrator or designee has reasonable suspicion to believe that the student has on his or her person an item imminently dangerous to the student or to others, the school administrator or designee may either conduct a more intrusive search of the student’s person or contact the appropriate law enforcement officials. In the case of a more intrusive search (i.e., strip search), such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the Superintendent or Superintendent’s designee, unless there is an imminent danger to the health or safety of students and school staff. A strip search may only be conducted when the situation requires immediate action because of a credible threat to the health and safety of students and school staff.

Locker and Desk Searches

Student desks, lockers, and other storage facilities are the property of and remain under the control of the school. The school administration has the right to search lockers, desks, and other storage facilities for items which violate law, school policies and regulations, or which may be harmful to the school or its students, and any such items which are found may be confiscated. Items which violate the law may be turned over to law enforcement officials.

Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that it contains an item which violates law, school policies and regulations, or which may be harmful to the school or its students. Such patrols and inspections may be conducted without notice, without student consent and without a search warrant.

Computer Searches

The school computer system, as defined in Policy 6.42 Acceptable Computer System Use, is school property. Students are only authorized to use the school’s computer system and other similar educational technology consistent with the educational mission of the school and in accordance with Policy 6.42 Acceptable Computer System Use. School officials may search school computers, software, and internet access records at any time for any reason and without student consent.

Consent Searches

If a student gives a school official consent for a search the school official does not need to demonstrate reasonable suspicion. A student’s consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be searched, and students must not perceive themselves to be at risk of punishment for refusing to grant permission for the search.

Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Investigation by Law Enforcement Officer

The school resource officer (SRO) is a certified law enforcement officer and any law enforcement action is governed by federal and Virginia law and by the Sheriff's Office policies and procedures. With limited exceptions, the investigation and questioning of students during school hours or at school events must be limited to situations that are related to school. Investigations and questioning of students for offenses not related to the operation of

school or occurring at the school may be initiated in situations where the delay might result in danger to other persons, flight from the jurisdiction by a person suspected of committing a crime, or destruction of evidence.

The Building Principal shall be notified as soon as practicable of any significant enforcement events. The SRO should coordinate activities so that actions between the Sheriff's Office and the School Board are cooperative and in the best interest of the school and public safety.

The SRO may only assist the school administrator in a search if specifically requested by the administrator or designee.

Refusal of Students to Cooperate with School Investigations

Students are expected to cooperate with school personnel who are investigating violations of school rules. This includes reasonable searches of the person and property of students.

Any student who refuses to permit a proper search under the conditions authorized by this policy after having been given a direct order to comply may be subject to assignment to an involuntary transfer, long- term suspension, or expulsion from school for open defiance of the authority of the principal or designee.

Code of Conduct for Use of the School Network and the Internet

1. All users of the Roanoke County Public Schools computer systems and network agree to the following affirmations.
    a. I recognize that the School Network and the Internet are a community of users and as a participant in that community I must respect the rights of others; therefore,
        i. I will conduct myself on the Network and Internet at all times as in a public environment. I will not use the Network or Internet for private purposes, and I will not claim a right of privacy as to any information posted on the Network or Internet.
        ii. I will use appropriate language at all times. I will not use obscene or profane language or language which might reasonably be offensive to others. I will not create, send or otherwise distribute works, messages or materials that would reasonably be considered offensive, threatening or harassing to others.
        iii. I will not use the Network or Internet in any manner that might reasonably disrupt or interfere with the use of this network by others.
        iv. I will not attempt to bypass any form of security built into the system whether by Roanoke County Public Schools or any user of the Internet.
    b. I recognize that the Network or Internet are forms of property and represent scarce resources which belong to and have value to both Roanoke County Public Schools and every individual or entity which operates on the Internet; therefore,
        i. I will not use the time or materials available to me while having access to the Network or Internet for personal or commercial purposes. I will not waste or take supplies made available to students in connection to the use of the Internet. I will not play games on the Internet or use the Internet or the computers made available to me for non- academic activities or purposes.
        ii. I will not knowingly or inadvertently alter, rename, damage or delete all, or any part of, any files, programs or information of others which is accessible on the Network or Internet. I will not read, use or copy non-public files, programs or information of another user without that user's prior permission.
        iii. I will protect the privacy of others by not trying to learn their passwords. I will not use another person's account or password. I will protect my own privacy and work product and the integrity of the system by not revealing my password to others without the permission of the instructor/supervisor.
        iv. I will not attempt to gain unauthorized access to computer equipment or programs. I will not attempt in any way to interfere with the operation of Roanoke County Schools computer system.
        v. I will be personally responsible for any damages, which result to school equipment or programs from any authorized or inappropriate use of the equipment, made available to me.
    c. I recognize that both software and many of the files I may access on the Internet are protected by copyright laws; therefore,

i. I will not make unauthorized copies of software found on school computers or otherwise accessible through the Internet, either by copying them onto my own diskettes or onto other computers through electronic mail or bulletin boards.

ii. I will not load any software onto school computers without the prior written permission of my instructor/supervisor.

iii. I will not give, lend, or sell copies of software to others unless I have the prior written permission of the copyright owner or the original software is clearly identified as "shareware" or is otherwise in the public domain.

d. I recognize that the resources of Roanoke County Schools including any computer equipment, programs and access to the Internet are being provided to me as an important part of my educational progress; therefore,

i. I will use all computer equipment, programs and Internet services in direct support of the educational objectives established by my teacher(s)/supervisor.

ii. I will not plagiarize (claim as my own product) any information received in any form from the Internet.

iii. I will obey all written and verbal instructions given to me by my teacher(s), instructors or network managers.

Explanation of School System's Rights and Responsibilities

- Roanoke County Schools has the absolute right to supervise and control the use of the Internet by its students and staff. Access to the Internet is being provided as an integral part of the educational program of this school system and the supervision and control of this access will be considered as a part of the educational program for each student. Any student's use of school computers and access to the Internet are under the absolute discretion, review and control of school staff. Violation by any student of this Acceptable Use Policy may result in suspension of this privilege and, in severe or repeated violations, of termination of any privileges. Further disciplinary action may also be appropriate in accordance with the school board's Student Conduct Code.
- Roanoke County Schools makes no warranties of any kind, either express or implied, related to its providing of Internet access services to any student or other individual. Roanoke County Schools will not be responsible or liable for any damages suffered by any student or any other individual arising out of access to school system computers, programs or the Internet. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused either by the school system's actions or inactions or by the student or other individual's actions.
- Roanoke County Schools specifically denies and disclaims any responsibility for the accuracy or quality of information obtained through its services or Internet availability. Use of any information obtained via the Internet is at the student or individuals own risk.

RCPS Student-Created Work Policy

Definition of Student-Created Work

RCPS defines Student-Created Work, also referred to as Original Work, as a submitted product that reflects a student's unique knowledge, skills, and ideas. It must represent the student's individual effort and understanding, developed independently unless collaboration with others, technology, or any other resource is explicitly authorized by the instructor.

Key Characteristics of Student-Created Work

- **Independent Thought:** Original work should demonstrate the student's personal insights and understanding
- **Plagiarism Awareness:** Students must avoid plagiarism by properly citing sources, including AI generated content, acknowledging ideas borrowed from other, and ensuring the final product is their original work
- **Authorized Collaboration:** Collaborative work is permitted within the explicit guidelines provided by the teacher

Guidance on AI-Generated Content

While content generated by AI tools may appear original, it is not considered the student's original work. When AI is used to generate ideas or content, students must not submit it as their own creation. Instead, students are encouraged to use AI tools to support their learning—such as by gathering information or refining writing—but they must always disclose their use of AI, just as they would cite any other source. This transparency ensures that AI enhances the learning process without compromising the integrity of student-created work.

Violations of the Student-Created Work Policy

Level One: The majority of the work is original; however, the student has failed to document at least one phrase, sentence, or idea.
Escalation Process:

- Identify the undocumented content
- Notify the student of the issue
- Schedule a conference with parents, teacher, counselor, and student
- Implement grade reduction as appropriate
- Document the incident for future reference

Level Two: Significant portions of the work are clearly not the student's own and lack documentation.
Escalation Process:

- Identify the plagiarized content
- Notify the student of the issue
- Schedule a conference with parents, teacher, counselor, student, and administrator
- Assign a zero for the original assignment
- Provide an opportunity to re-submit the assignment for a maximum of half credit
- Document the incident for future reference

Level Three: Most or all of the work is clearly not the student's own.
Escalation Process:

- Identify the extent of plagiarism
- Notify the student of the issue
- Schedule a conference with parents, teacher, counselor, student, and administrator
- Assign a zero for the original assignment
- Provide an opportunity to re-submit the assignment for a maximum of half credit
- Consider additional administrative actions (detention, suspension, referral to school resource officer)
- Document the incident for future reference

Level Four: Student has violated the plagiarism policy on more than one occasion and/or in more than one course.
Escalation Process:

- Review the student's plagiarism history
- Notify the student of the repeated offense
- Schedule a conference with parents, teacher, counselor, student, and administrator
- Assign a zero for the assignment with no opportunity for re-submission
- Implement additional administrative actions (detention, suspension, referral to school resource officer)
- Document the incident and update the student's disciplinary record

Appeals Process
Students have the right to appeal any Student-Created Work policy violation decision. The appeals process is as follows:

- The student submits a written appeal to the school administration within 5 school days of the teacher's decision.
- A review committee consisting of the building level principal and other staff selected by the principal examines the case.
- The committee makes a final decision within 10 school days of receiving the appeal.
- If the student is not satisfied with the decision of the school committee, they may submit a written appeal to the appropriate Executive Director of Instruction within 5 days of the committee's decision.
- The appropriate Executive Director of Instruction will review the case and make a final decision within 10 days of receiving the written appeal. The decision of the Executive Director of Instruction is final.

Acknowledgement of Receipt

AD.5-110-25

Please complete and return this form to acknowledge that a copy of Roanoke County Schools policies on Student Conduct/Attendance and plagiarism has been made available to you, and you have read and understand these policies.

STUDENT CONDUCT CODE/ATTENDANCE

We have received, read and understand the Student Conduct Code and Compulsory Attendance Code 22.1-254. Student signatures are required of students in grades six through twelve and are encouraged at all other levels.

By signing the acknowledgment of receipt of the Standards of Student Conduct and the Code of Conduct for Use of the Internet, I do not waive or abdicate, but do expressly reserve, any rights protected by the Constitution or laws of the United States or the Commonwealth of Virginia. I further understand that I have the right to express disagreement with the school's or school division's policies or decisions.

Parent's Name (Please Print)	
Parent's Signature	Date
Student's Name	Grade
Student's Signature	Date
School (Please Print)	

This form **MUST** be completed and returned to school

Va. Legal code makes it a class 4 misdemeanor for any person to knowingly make a false statement concerning the residency of a child in a particular school division or school attendance zone for the purpose of avoiding tuition charges or enrollment in a school outside the attendance zone in which the student resides.

RCPS Student-Created Work Policy

STUDENT: Prior to signing this Agreement, read the Policy and procedures regarding RCPS Student-Created Work Policy

I have reviewed the school district's policy on RCPS Student-Created Work Policy, as well as the description of the consequences that may occur for violations. I understand that the circumstances of the offense and the magnitude of the plagiaristic act will determine the level of violation and the consequences I will receive.

Student User Signature:	Date:

PARENT/GUARDIAN [To be executed for all students under age 18]:

As the parent/guardian of _____

I have reviewed the school district's policy on RCPS Student-Created Work Policy, as well as the description of the consequences that may occur for violations. I understand that the circumstances of the offense and the magnitude of the plagiaristic act will determine the level of violation and the consequences received by my child.

Parent/Guardian's Name: (Please Print)	
Signature:	Date: