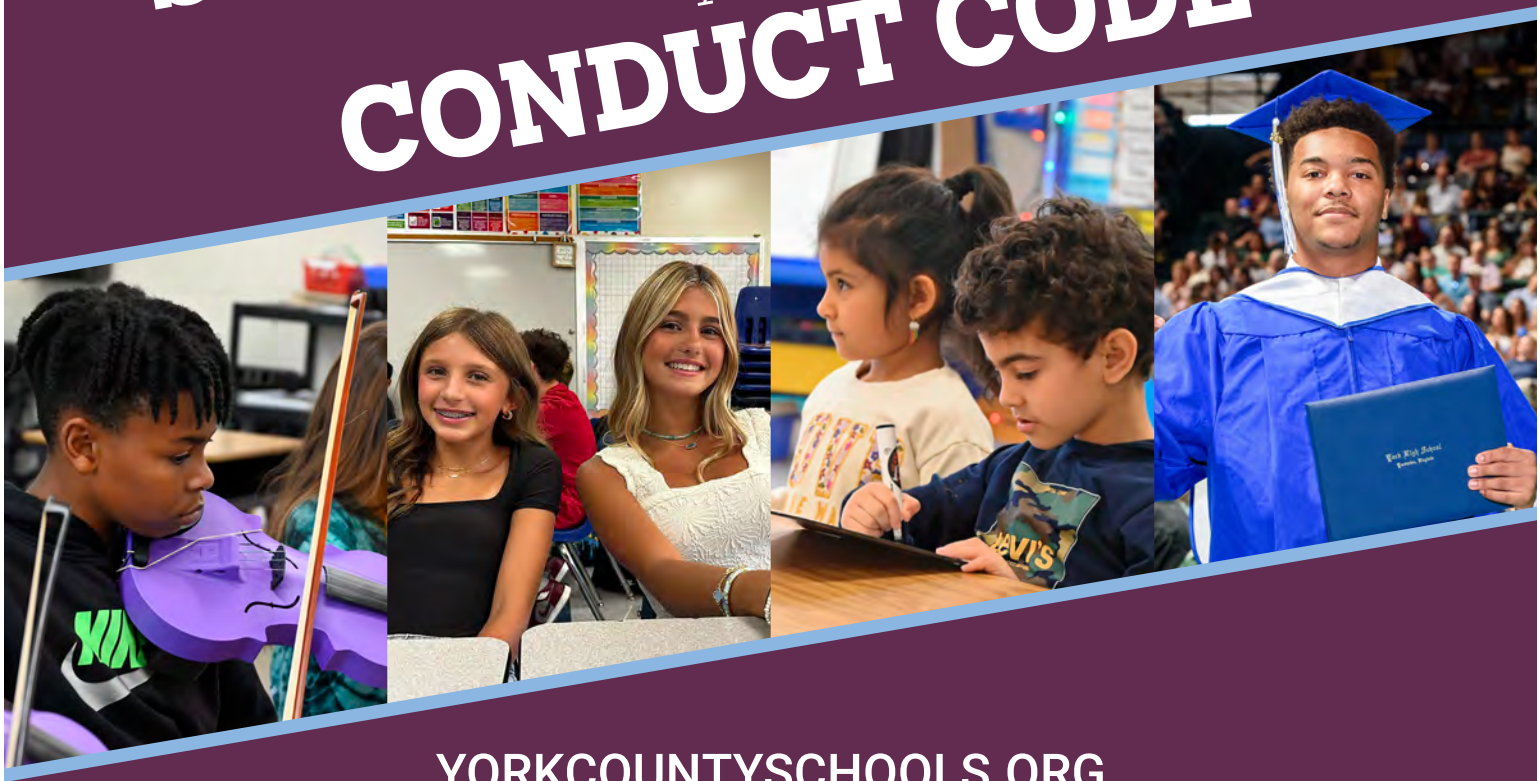
York County
School Division

2026-27 STUDENT HANDBOOK AND CONDUCT CODE



YORKCOUNTYSCHOOLS.ORG

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ABOUT US

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School Board Overview

The York County School Division is governed by an elected School Board. The School Board is the official policy-making body of the division and operates in accordance with Virginia law and Virginia Board of Education regulations.

The School Board consists of five members, each representing one of the county's five election districts. Elections take place every four years.

School Board Members

Mark J. Shafer
District 1
mshafer@ycsd.york.va.us
757-879-6380

Zoran Pajevic - Chair
District 2
zpajevic@ycsd.york.va.us
757-784-5016

Kimberly S. Goodwin
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kgoodwin@ycsd.york.va.us
757-532-8665

James E. Richardson – Vice Chair
District 4
jrichardson3@ycsd.york.va.us
757-869-0573

Lynda J. Fairman
District 5
lfairman@ycsd.york.va.us
757-784-8795

School Board Meetings

The School Board typically holds two meetings each month, a work session and a regular meeting. These meetings are broadcast live on YCSD-TV (Cox Cable channel 47 and Verizon channel 39) and on our YouTube channel. Additionally, the Board may also schedule special meetings, public forums, and public hearings.

Agendas for work sessions and monthly business meetings are posted online at least three working days prior to each meeting date. Notice and agendas for special and closed meetings are posted at the same time notice is provided to members of the School Board.

For information on speaking at board meetings, please visit the Board Meeting page on the division website.

Message from Board Chair

To our Students and Families,

Welcome to the 2026–2027 school year. Each new school year brings a fresh start and new opportunities. For our students, it is a chance to learn, grow, and take on new challenges. For our families, it is another year of partnership with our schools to support that growth every step of the way. YCSD is a place where high expectations and strong values go hand in hand. We want every student to feel supported, challenged, and safe, and that only happens when we work together. The guidelines in this handbook are here to help create that kind of environment. The one where learning can thrive, and everyone is treated with respect. I encourage our students to take ownership of their education and make the most of every opportunity in front of them. And to our families, thank you for the role you play each day in supporting your children and our schools.

We are proud of this community and the shared commitment to doing what is best for our students.

I wish each of you a REWARDING and SUCCESSFUL year ahead!

Zoran Pajevic
Chair, York County School Board

VISION

Together, we inspire all students and staff to explore paths leading to personal and collective success.

MISSION

Ensure every student is valued, supported, and challenged through learning experiences, which prepare them for a successful future.

CORE VALUES

Our core values reflect the division's fundamental commitment, to serve our community with excellence.

ENGAGEMENT
Cultivate meaningful, collaborative relationships with students, families, staff, and community members.

SAFETY
Provide safe, secure, and caring environments that support the whole child.

GROWTH
Invest in supports and resources so students and staff can realize their individual potential.

INNOVATION
Foster creativity, critical thinking and problem-solving to support new ideas and solutions that advance progress.

INTEGRITY
Demonstrate mutual trust and respect by acting honestly and ethically.

PRIORITIES

COLLECTIVE COMMITMENT

Students, staff, families and community members are invested in student outcomes and actively engaged in meaningful, collaborative relationships to support student success.

SUPPORTIVE CULTURE

Provide safe, welcoming and caring environments in which all students and staff have a sense of belonging and purpose.

HIGHLY EFFECTIVE TALENT

Attract and retain highly skilled, compassionate, diverse, and committed team members by providing personalized and differentiated pathways for professional growth, improvement, and advancement.

FUTURE READY GRADUATES

Students will acquire knowledge, skills, habits, and traits necessary for success in future educational experiences, the workforce, and life.

Superintendent's Welcome

Dear Students and Families,

Welcome to a new school year! Whether you are new to the York County School Division or returning for another year, we are excited to be on this journey of learning and growth together.

In YCSD, we share a belief that we can always grow stronger through honest reflection, collaboration, and a focus on what is best for students. We strive to build a unified community of students, staff, families, and partners who are invested in student achievement and engaged in meaningful relationships that support success for every learner.

Together, we are dedicated to ensuring each student reaches personal success throughout their PK–12 experience while developing the knowledge, skills, and character needed for life beyond graduation. The Student Handbook and Code of Conduct serve as important tools in this effort, providing clear expectations and guidance that help create a safe, supportive, and productive learning environment. We encourage our families to review the Code of Conduct together to build a shared understanding of these expectations. By working in partnership, we can create schools where every student is supported, challenged, and empowered to succeed.

Best wishes for a successful and rewarding school year and thank you for your continued support of York County schools.

Sincerely,

James E. Carroll, Ed.D.

Division Superintendent

Division Directory

Department	Phone Number
School Board Office	(757) 898-0300
Child Care	(757) 898-0468
Food Services	(757) 898-0468
Health Services	(757) 898-0468
Instruction	(757) 890-1033
Technology Help Desk	(757) 527-4819
Transportation	(757) 898-0344
School Safety	(757) 833-2202
Attendance & Student Support	(757) 833-7001
Enrollment & Residency	(757) 833-7192
Student Discipline	(757) 833-2202 & (757) 898-0468
Volunteering	(757) 898-0468

School Directory

Elementary Schools	
Bethel Manor Elementary School 1797 First Street Langley AFB, VA 23665 *Anthony Friedman, principal*	(757) 867-7439
Coventry Elementary School 200 Owen Davis Boulevard Yorktown, VA 23693 *Lisa Jalomo, principal*	(757) 898-0403
Dare Elementary School 300 Dare Road Yorktown, VA 23692 *Lindsay Kidd, Ph.D., principal*	(757) 898-0362
Grafton Bethel Elementary School 410 Lakeside Drive Yorktown, VA 23692 *Jennifer Humble, principal*	(757) 898-0350
Magruder Elementary School 700 Penniman Road Williamsburg, VA 23185 *Lisa Ruffieux, principal*	(757) 220-4067
Mt. Vernon Elementary School 310 Mt. Vernon Drive Yorktown, VA 23693 *Jacqueline Barber, Ed.D., principal*	(757) 898-0480
Seaford Elementary School 1105 Seaford Road Seaford, VA 23696 *Barbara Nagel, principal*	(757) 898-0352
Tabb Elementary School 3711 Big Bethel Road Yorktown, VA 23693 *Beth Welch, principal*	(757) 898-0372
Waller Mill Elementary School 314 Waller Mill Road Williamsburg, VA 23185 *Shari Vandygriff, principal*	(757) 220-4060
Yorktown Elementary School 131 Siege Lane Yorktown, VA 23692 *Meagan Gavin, principal*	(757) 898-0358

Secondary Schools	
Grafton Middle School 405 Grafton Drive Yorktown, VA 23692 *Tianna Anthony, principal*	(757) 898-0525
Queens Lake Middle School 124 West Queens Drive Williamsburg, VA 23185 *Jessica Weymouth-German, Ed.D., Principal*	(757) 220-4080
Tabb Middle School 300 Yorktown Road Yorktown, VA 23693 *Danesha Bazemore, principal*	(757) 898-0320
Yorktown Middle School 11201 George Washington Memorial Hwy Yorktown, VA 23692 *Amour Mickel, principal*	(757) 898-0360
Bruton High School 185 East Rochambeau Drive Williamsburg, VA 23188 *Vadella Ellis-Pope, Ed.D., principal*	(757) 220-4050
Grafton High School 403 Grafton Drive Yorktown, VA 23692 *Stephen Gavin, principal*	(757) 898-0530
Tabb High School 4431 Big Bethel Road Yorktown, VA 23693 *Mary Lugo, principal*	(757) 867-7400
York High School 9300 George Washington Memorial Hwy Yorktown, VA 23692 *Aaron McQuillan, principal*	(757) 898-0354
York River Academy 11201 George Washington Memorial Hwy Yorktown, VA 23692 *Holly Sheffield, principal*	(757) 898-0516

Additional Programs	
Gifted Program	(757) 898-0389
International Baccalaureate Programme	(757) 898-5014
School of the Arts	(757) 220-4095

New Horizons Regional Education Center	
Butler Farm Road	(757) 766-1100
Children's Center (Kiln Creek)	(757) 886-7958
Woodside Lane	(757) 874-4444

Quick Reference Student Calendar

State law requires that the school year be 180 instructional days or 990 instructional hours. In accordance with the Code of Virginia, because the first day of school falls prior to Labor Day, the division must close schools the Friday before Labor Day as well as Labor Day.

August 2026

24 **Monday** First Day of School

September 2026

4 **Friday** Student Holiday

7 **Monday** Schools & Offices Closed

October 2026

2 **Friday** Student Holiday

November 2026

2-3 **Monday-Tuesday** Student Holiday

25-27 **Wednesday-Friday** Schools & Offices Closed

December 2026

21-31 **Monday-Thursday** Schools & Offices Closed

January 2027

1- **Friday** Schools & Offices Closed

18 **Monday** Schools & Offices Closed

22 **Friday** Early Dismissal

25 **Monday** Student Holiday

February 2027

15 **Monday** Schools & Offices Closed

March 2027

5 **Monday** Student Holiday

April 2027

2 **Friday** Early Dismissal

5-9 **Monday-Friday** Schools & Offices Closed

30 **Friday** Early Dismissal

May 2027

31 **Monday** Schools & Offices Closed

June 2027

9 **Wednesday** Early Dismissal Last Day of School

School Hours

Schools	Start Time	Dismissal	Early Dismissal
High School			
YHS	7:15 a.m.	2:00 p.m.	11:15 a.m.
BHS, GHS, THS	7:20 a.m.	2:05. p.m.	11:20 p.m.
YRA	8:20 a.m.	3:10 p.m.	12:25 p.m.
Middle School			
QLMS, TMS	8:00 a.m.	2:45 p.m.	12:00 p.m.
GMS, YMS	8:05 a.m.	2:50 p.m.	12:05 p.m.
Elementary School			
BMES, MES, MVES, TES	8:40 a.m.	3:20 p.m.	12:45 p.m.
CES, GBES, WMES	8:55 a.m.	3:35 p.m.	1:00 p.m.
DES, SES, YES	9:00 a.m.	3:40 p.m.	1:05 p.m.

GENERAL INFORMATION & NOTIFICATIONS

In this Section

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Student Enrollment

SCHOOL BOARD POLICY JEC

According to Virginia law, a child must be five years old on or before September 30 to enroll in kindergarten. There is no deadline for registration, but YCSD urges families to register early. Families can begin the registration process by completing an online pre-registration form, then complete the process through the child's school. To be admitted, a child must meet all documentation and health requirements in accordance with state law and School Board policy.

For students transferring from other school divisions, it is vital school records be promptly provided. The best way to ensure a smooth transition is to give your child's current school the contact information for their new YCSD school. Once records are received, placement and class schedules can be set.

Homeless Children and Youth

Families who meet any of the following criteria qualify for homeless status:

- Live in a shelter or motel
- Live in a campground, car, old building or other temporary shelter
- Share housing with others due to lost housing or economic hardship
- Lack a permanent address

The McKinney-Vento Act of 2001 ensures homeless students have access to the same, free, appropriate public education provided to other children and youth. Students identified as homeless will be enrolled in YCSD and provided assistance in obtaining registration documents. Services for homeless students may include transportation to their school of origin or to the school in the district in which they live, as well as referral to local service agencies.

Out of Zone Attendance

REFERENCE: SCHOOL BOARD POLICY JC

Based on capacity and program offerings, students may enroll in schools other than those in their assigned attendance zone for documented family need. Applications and additional information may be obtained from any school main office or the School Board Office. Applications area accepted between February 1 and June 1 for the upcoming school year.

If a student's residence changes during the school year, the parent must notify the school. A Non-Resident or Out-of-Zone Student Application may need to be submitted.

Out-of-zone high school students, except for rising freshmen who choose to transfer under the "non-resident policy," will be ineligible to compete in Virginia High School League-sponsored athletic or scholastic activities for 365 consecutive calendar days after being enrolled in the new school.

Students must maintain good attendance and behavior to remain in the out-of-zone placement. Attendance and discipline problems could result in revocation of the out-of-zone attendance approval.

Withdrawals

Families are asked to notify the school office and the teacher at least one (1) week in advance of withdrawing students from school to allow adequate time to prepare records. Withdrawal forms are available at every school.

If a student withdraws prior to the last fifteen (15) days of school, grades to date will be given, but no indication of promotion/retention will be made on the report card. If a student withdraws within the last fifteen (15) days of the school year, final grades and grade placement for the next school year will be indicated.

Student Attendance

REFERENCE: SCHOOL BOARD POLICIES JEA, JEC, JED AND IUY

Attending school regularly increases a child's chances of success in school. Regular school attendance is more than "best practice", it is also the law, per Virginia Code 22.1-254. This code requires children between 5 and 18 years of age to attend school every day, all day. YCSD has policies and practice in place to help support regular school attendance.

Tardiness to School – Students are expected to be in their first class on time. If tardy, students should bring a note from a parent/guardian indicating the reason for the tardiness, sign in, and secure a tardy slip from the attendance office. School administrators will determine whether the tardy is excused or unexcused.

Early Dismissal – Students should bring a note from a parent/guardian indicating the reason for the early dismissal, sign out in the office, and sign back in when they return. Parents/guardians should report to the school office to sign a student out of school during regular school hours.

Make-up Work

When requesting make-up work, parents should provide teachers 24 hours' notice to have the child's assignments prepared. Once the student returns to

class, one day will be allowed for make-up work for every day of excused absence. Failure on the part of the student to complete make-up work on time will result in the student receiving a lowered grade on the assignment.

Excused Absences

Students should stay home from school when sick. In addition to illness, absences will be excused for: injury, medical procedures, doctor or dental appointments, death in family or funeral, legal obligations, religious obligations or observances, military obligations, civic engagement activities (middle/high school only), attendance at Native American Pow Wow ceremonies held by tribes recognized by the Commonwealth of Virginia, participation in 4-H Camp programs (will be coded as an approved field trip if pre-arranged with school staff), and/or exceptional circumstances pre-approved by the building principal. Families should discuss with the building principal any absence, which they believe constitutes exceptional circumstances. In such event, the building principal shall make the final decision whether the absence is excused or unexcused.

Families are responsible for providing written notification to the school attendance secretary and classroom teacher on the day their child returns to school. Parents are required to call or email the school attendance office if their child is going to be absent. If schools do not receive a phone call or email for each day a student is absent, the family may be notified by the division communication platform system that the student is absent from school.

- **Attendance office email**: (school initials) attendance@ycsd.york.va.us
- **Example**: YMSattendance@ycsd.york.va.us.

Unexcused Absences and Compulsory Attendance Law

Truancy

Per Virginia Code (§ 22.1-258) if schools do not receive written notification excusing the student absence for one of the reasons listed above, the absence will be unexcused. If a child accumulates five (5) unexcused absences in a school year, the child is considered truant. School officials, the student, and the family must meet to jointly develop a plan to resolve the student's nonattendance.

If a student accrues more than ten (10) unexcused absences, the division attendance officer must file a complaint with the juvenile and domestic relations district court indicating that the child is in need of supervision as defined by Virginia Code (§ 16.1-228).

Chronic Absenteeism

In alignment with the Virginia Standards of Accreditation, students are considered chronically absent from school if their absences, both excused and unexcused, are equal to or greater than 10 percent of the number of school days. Ten (10) absences from school (excused or unexcused) are considered excessive and may require a doctor's note or specific documentation from the institution requiring the student to miss school. Exceptions to this regulation can be determined by the building principal upon collaboration with the school division's attendance officer. In accordance with state regulations, fifteen (15) days of consecutive absences will result in withdrawal of the student from the attendance roll.

Families will receive written notification from the school when a student has accumulated five (5) unexcused and ten (10) total absences. An accumulation of five (5) unexcused absences will result in a referral to the school division's attendance officer, and, if an additional unexcused absence occurs, the attendance office and parents/guardians will be required to participate in the development of a plan to improve the student's attendance. Continued unexcused absences may result in a court referral. Court action could result in suspension of the driver's license of any minor who has had ten (10) or more unexcused absences from public school on consecutive school days (Code of Virginia § 46.2-334.001).

Attendance for Students in the Virtual Learning Program

Daily virtual course attendance is based on documented evidence of meaningful interaction within the course's associated learning management system. Meaningful interaction is defined as task or assignment submission, activity completion within the virtual course, or demonstrated evidence of engagement with peers for collaborative work. Failure to participate in virtual coursework in accordance with the student's YCSD academic schedule will result in a documented absence for the course for the day.

Documents of General Interest Available at School / Online

- Policy Manual

  go.boarddocs.com/vsba/ycsd/Board.nsf/Public?open&id=policies

- Gifted Education Plan

  2023-27 Local Plan for the Education of the Gifted (yorkcountyschools.org)

- Program of Studies

  yorkcountyschools.org/parents/studentInfo/pos.aspx

- Standard Diploma Requirements

  Standard Diploma: Graduation Requirements | Virginia Department of Education

- Advanced Studies Diploma Requirements

  Advanced Studies Diploma: Graduation Requirements | Virginia Department of Education

- Virginia School Quality Profiles
  schoolquality.virginia.gov/
- Asbestos Inspection Report and Management Plan, AHERA 40 CFR, Part 763 (School)
- School Improvement Plan (School)
- Hazard Communication Standard (School)
- Student Records (York County School Division)

  go.boarddocs.com/vsba/ycsd/Board.nsf/goto?open&id=B4525U6B1A8B

- Policy GBA/JFHA: Prohibition Against Retaliation and Harassment

  go.boarddocs.com/vsba/ycsd/Board.nsf/goto?open&id=B44US966CA43

- Approved Annual Budget

  yorkcountyschools.org/aboutUs/budget/default.aspx

- Capital Improvement Plan

  yorkcountyschools.org/aboutUs/budget/docs/SchoolBoard_ApprovedCIP23-28.pdf

- Interscholastic Athletic Activities

  go.boarddocs.com/vsba/ycsd/Board.nsf/goto?open&id=B44UAX656D0B

Forms and Fees

Families are asked to complete required forms at the beginning of each school year, and as needed throughout the year. Additionally, some school programs may have associated fees. Individual schools and programs may have additional forms and fees to be completed as applicable. The division uses School Cash Online, an online form and payment system, to collect many forms and payments to reduced paper waste and improve efficiency.

REFERENCE: SCHOOL BOARD POLICY JN

Exams:

- International Baccalaureate (IB)
  Fee determined by the IB Organization
- Advanced Placement (AP)
  Fee determined by certifying agent
- Career/Technical certifications
  Fee determined by certifying agent

Band

- Instrument Rental

  Middle and High Schools ($50)—No Refund (Note: Middle School ONLY—to be paid AFTER instructions from Band Director)

- Band Uniform

  High School ($50)—*No Refund*

Athletics

- Middle School—$50 per season
- High School—$50 per season

Parking

- High School—Full Year ($100), Semester ($50)
  No Refund

Special Notes About Fees

- Fees may be subject to change without notice.
- MAKE CHECK PAYABLE TO THE STUDENT'S SCHOOL.
- The charge for lost textbooks will be the current replacement cost, and a charge will be made for damaged books.
- Students who do not return locks and/or students who damage lockers will be assessed replacement or repair costs.
- Special performing groups, such as stage band and vocal ensembles, will be required to purchase their own attire.
- A waiver of fees or a payment schedule may be considered under certain circumstances. All

requests must be made in writing to the building principal.

- Schools may charge fees for overdue library books.
- Purchase, rental, and/or cleaning costs for uniforms issued by school-based organizations are the responsibility of the participating students and their families.

For additional information, please check with your child's school.

Legal Notices and Regulations

Minute of Silence

YCSD, in compliance with the Code of Virginia § 22.1-203, shall establish a daily observance of one (1) minute of silence in each division classroom.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

Parental/guardian consent must be obtained for a child to participate in any student survey, analysis or evaluation that concerns one or more of the eight (8) areas of protected information. Parents/guardians must also consent to the collection, disclosure or use of student information for marketing purposes and certain physical exams and screenings. The eight (8) areas of protected information are:

- Political affiliations or beliefs;
- Mental or psychological problems;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of others;
- Illegally recognized privileged relationships
- Religious practices, affiliations or beliefs; and,
- Income other than required by law.

Families and eligible students have the right to be notified of, to inspect, and to opt out of participation in any of the above surveys, analyses or evaluations, as well as any survey that is sponsored/ funded by sources other than the U.S. Department of Education.

Pledge of Allegiance & Patriotic Songs

Section 22.1-202 of the Code of Virginia states that each school board shall require the daily recitation of the Pledge of Allegiance in each classroom of the school division, facing the flag with the right hand over the heart. No student shall be compelled to recite the pledge if the parent/guardian objects on religious, philosophical or other grounds. Students not reciting the pledge must sit or stand quietly and make no display that disrupts or distracts others who are reciting the pledge. Students will be afforded the opportunity to sing the national anthem and other patriotic songs. Principals are responsible for furnishing every classroom with an American flag.

Transportation

REFERENCE: SCHOOL BOARD POLICY EEAB

The school division provides eligible students free bus or vehicle transportation to and from to their zoned school and designated bus stops. Transportation is also available for many after-school activities.

Ridership Eligibility

Students who live outside of designated walking zones (see Walking/Bicycling Rules) are assigned to routes and stops based on their home address. In order for a student to be assigned a bus route and bus stop, families must have a current, completed transportation request form on file for each student in need of transportation to or from school.

Insurance regulations prohibit any child not enrolled in YCSD from riding school buses.

Note: This includes the children of parents who chaperone field trips on school buses. Parents/guardians should not board the bus at any time without permission.

Bus Schedules, Routes, and Stops

The Transportation Department establishes bus routes, bus and driver assignments, bus stops and approximate pick-up/drop-off times annually.

Elementary Riders

The division encourages having an adult family member accompany children in grades K-5 to and from the bus stop and remain until the bus has loaded or unloaded. At the end of the school day, drivers will not let Pre-K or kindergartner students off the bus if an authorized adult or authorized older sibling is not at the stop to meet them. Drivers will return those students to school and families will be contacted to arrange pick up.

Requesting Bus Change

Requests from parents for a student to occasionally ride a bus different from their regular bus for special activities must be in writing. A permanent bus change must be in writing and forwarded to the Director of Transportation. If a student is going home with another

student, parents of both students must send a note requesting the change. These requests must be submitted to school officials in a timely manner. Generally, school buses operate at capacity; therefore, permission may be given for baby-sitting purposes, but not necessarily for other activities (e.g., parties, visit to play).

Bus Stops

Special Instructional Programs Transportation

YCSD will provide transportation for students enrolled in the following specialty programs outside of their zoned school:

- Elementary Fine Arts Magnet Program (Magruder Elementary students only)
- Governor's Health Sciences Academy
- Governor's School
- Head Start
- International Baccalaureate (IB) Programme
- New Horizon's Regional Educational Centers
- NJROTC
- School of the Arts (SOA)

General Information for Bus Stops

- Secondary students may be required to walk up to four-tenths of a mile and elementary students a quarter mile to a bus stop. Bus stops for after-school activities can require some secondary students to walk up to one (1) mile.
- Students should arrive at the bus stop no more than fifteen (15) minutes and no less than ten (10) minutes prior to the time for them to be picked up.
- Unavoidable bus delays occasionally occur; therefore, students should remain at the bus stop for at least fifteen (15) minutes beyond the normal pick-up time.

School Bus & Bus Stop Conduct

REFERENCE: SCHOOL BOARD POLICY EEA

Safe bus operation depends on students' proper behavior; therefore, the standards of student conduct apply at bus stops and on buses. School bus discipline matters are handled by designated school staff. School officials can investigate and provide disciplinary sanctions for student behaviors and conduct that occurs, on the bus, at the bus stop, and while in transit from the bus stop to their primary residence. Student misbehavior may result in a student being denied bus transportation. If a student is suspended from riding the bus, the family becomes responsible for transporting the student to and from school.

The following expectations are instituted to maintain safety and order.

School Bus Conduct Rules

The School Bus Conduct Rules include, but are not limited to the following:

- Students must obey the instructions of the bus driver at all times.
- Students must enter the bus in an orderly manner, take a seat, and remain seated at all times.
- Students must not bring animals, aerosol cans, glass objects, balloons or any other item which compromises the safe operations of the bus.
- Students must keep arms, legs and head inside the bus.
- Students must not shout at pedestrians or people in other vehicles.
- Students must not throw objects in the bus or out of the windows.
- Students must not tamper with the emergency door or other bus equipment.
- Students must keep seats, aisles and exits clear (large musical instruments and other oversized objects may not occupy seat space if it is needed to accommodate students).
- Students must not bring food or drinks onto the bus - unless in backpack or lunch box.
- Elementary and Middle School students are not allowed to use cell phones unless given specific permission from a teacher, coach, club sponsor or administrator.
- High school students are allowed to use cell phones provided their actions comply with the division's Acceptable Use Policy (AUP), School Board Policy JFCF, and the student conduct code.

School Bus Safety

Student safety is a top priority for the division. A copy of bus rider safety and behavior rules, along with an acknowledgment form, shall be sent to parents/guardians at the beginning of the school year. Parents/guardians must sign and return the form to the school by the end of the first week of school.

- Pursuant to the Code of Virginia § 22.1-16, § 22.1-177 and § 22.1-178, initial student rider safety training for pre-K-grade 1 students shall

occur during the first week of school with additional training periodically during the year.

- Emergency exit drills will take place within the first thirty (30) school days of each semester.

Walking to the Bus Stop or School

- If possible, walk with a family member, friend, or in groups.
- Try to walk on sidewalks. If there are no sidewalks, walk facing traffic.
- Be on time and leave plenty of time to walk safely to the school or bus stop.
- Use caution and cross streets only at corners or crosswalks.
- Remain alert by refraining from wearing headphones/earbuds or texting while walking.
- Avoid strangers. If an unknown adult approaches you, run away and immediately report the incident to a trusted adult.
- Wait for the school bus at least ten (10) feet from the road and further away in bad weather.
- Arrive at the bus stop at least 10 minutes prior to the scheduled time for pick-up.

Getting On and Off the Bus

- Wait for the bus to come to a complete stop before you get on or before you stand up to get off.
- If you drop something near the bus, do not pick it up, as the driver may not see you. Instead, ask the driver for help.
- Hold the handrail while going up and down the stairs.
- Quickly but safely, find a seat and sit down.
- Be careful to wear clothing and carry backpacks that will not be caught on bus handrails and doors.

Riding the Bus

- Follow all bus driver instructions and be courteous to the driver.
- Remain seated and keep the aisles clear throughout the ride.
- Talk with friends quietly so the driver will not be distracted.
- Keep your personal belongings secure and with you at all times. Remove all belongings and trash prior to exiting the bus.
- Students must also not use iPads, laptops, or any electronic device prohibited by School Policy JFCF and/or the student conduct code, on the school bus.

Private Transportation

The division recognizes that students may travel to and from school by alternate means of transportation, including personal and childcare provider vehicles, bicycles, and walking.

Students brought to school by private means of transportation should arrive no earlier than 15 minutes before the start of the school day. All students must be picked up at the appropriate dismissal time. The division is not responsible for the supervision of students using private transportation before or after school hours when the student is not participating in an approved school activity.

Private vehicles are not permitted in areas designated for the loading and unloading of school buses, including Fire Lanes marked with yellow paint and/or "No Parking: Fire Lanes" signs. Unauthorized parking in a fire lane is not only a safety hazard it is a violation of the law. Please observe all signs posted at school entranceways.

Driving and Parking

- Section 22.1-205.1 of the Code of Virginia requires students to provide evidence of a valid driver's license or driver privilege card before school officials can issue a parking pass on school property.
- Only those students in work-study programs, in mentorships and practicums, with medical excuses, or with special permission of the principal have permission to have vehicles on school property.
- Driving/parking permits are issued by the principal or his/her designee.
- Violators are subject to loss of permits, suspension and/or removal of vehicles.
- All vehicles parked on school property must be locked.
- Students who drive vehicles onto school property are responsible for any and all contents in the vehicles.
- All vehicles on school property are subject to search.
- All students will be charged a parking fee of $50 per semester for a total of $100 for an academic year. A $5 fee will be charged to the following:

Career Mentoring, Marketing, Business and Human Services students participating in work-study programs for credit.

Walking/Bicycling Rules

Walking/bicycling to and from school is discouraged except in neighborhoods designated as walking zones for which no transportation is provided (see below). Students must have written permission from parents/guardians and the approval of the school to bicycle from neighborhoods listed below. Additionally, permissions must be given by the school principal for students to walk or bicycle from neighborhoods in which transportation is provided.

School	Designated Walking Zones
Bethel Manor Elementary School	Part of the attendance area
Coventry Elementary School	Part of Coventry subdivision
Dare Elementary School	Grafton Station Apartments
Mt. Vernon Elementary and Tabb Middle School	Kings Villa and Plantation Acres
Queens Lake Middle School	Creekside Landing subdivision
Grafton Middle and Grafton High School	Glen Laurel and Grafton Woods subdivisions

Questions

If you have any questions, or you see behavior that causes you concern, please contact the York County School Division Transportation office at 757-898-0344.

STUDENT LEARNING & SUCCESS

In this Section

Instruction

Grading

Student Services

Instruction

Elementary Instructional Program

The elementary instructional program is based on developmentally appropriate practices for children in kindergarten through grade 5. Within the learning environment, the intellectual, social, emotional, and physical growth of students are considerations in daily instruction. The program offers opportunities for the learning of meaningful content, individual development, and cooperation with others. The Virginia Standards of Learning are the foundation of each content area.

English: Reading

Literacy is the core of the elementary program. Using evidenced-based literacy instruction grounded in reading research, teachers provide instruction in the areas of communication, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading program uses the rich language of literature and ideas from other content areas such as history and science to expand vocabulary, meaning, and interest for the learner. Skills are developed as students read for understanding. Utilization of a wide variety of state-approved high quality instructional materials such as decodable readers, textbooks, literature, library books, reference materials, magazines, computer software, and newspapers enhance the literacy program.

English: Writing

Writing, speaking, and listening are important communication skills closely linked to the reading program. Students are encouraged to express ideas and share information through the writing process. Writing in response to reading with text evidence to support claims will be emphasized throughout the literacy block. Students will also effectively implement grammar, spelling, and mechanics through explicit instruction and drafting, editing, revising, and publishing.

Mathematics

The mathematics program fosters the application of five mathematical process goals; reasoning, communication, problem solving, connections and representation, and helps students to recognize and see mathematics in real-world applications. Students have the opportunity for a personalized mathematics pathway based on mastery and readiness of content strands such as Number and Number Sense, Computation and Estimation, Measurement and Geometry, Probability and Statistics, and Patterns, Functions, and Algebra.

History & Social Sciences

The social studies program is organized into four core strands: history, geography, civics, and economics. The history strand offers opportunities for students to read, hear, learn about, research, and explore the lives of people and events in the local community, Virginia, the United States, and the world. The geography strand entails the study of both basic geographic skills to include using map symbols and cardinal directions, identifying landforms and bodies of water. The civics strand builds students' knowledge of citizenship, patriotism, and the establishment of the Constitution of the United States. The economics strand introduces students to the most basic principles of economics to include making choices, ways to earn and save money, the role of consumers, producers, goods, and services in a global economy.

Science

In the elementary program, the study of science includes active engagement in science through exploration, field experiences, and hands-on investigations designed to provide meaningful learning about the physical and biological world. Textbooks, laboratory materials, trade books, and scientific equipment are used to develop scientific literacy.

Resource Classes

In addition to the core content areas, elementary students also receive instruction in health and physical education, fine arts, computer science, and library skills. Health education is organized around three content strands: essential health concepts, healthy decisions, and advocacy and health promotion. The physical education standards are grouped into five overarching content strands: motor skill development, anatomical basis of movement, fitness planning, social and emotional development, and energy balance.

Fine arts instruction includes active learning in the visual arts and music, offering students opportunities to perform, create, and exhibit their work. Computer science class teaches computer science Standards of Learning, STEM engineering design process, and content integration. Students develop a foundation in computer science knowledge and utilize computational thinking for problem solving. In the library resource class, students engage in research and reference activities as well as select books for independent reading.

Fine Arts Magnet - Waller Mill Elementary

The Waller Mill Elementary Fine Arts Magnet offers students in grades 1 through 5 enrichment and instruction in choral and exploratory instrumental music, drama, visual arts and dance. Young artists collaborate to prepare performances and create exhibitions that showcase their appreciation of the arts, foster critical thinking and problem-solving skills, and build self-esteem. In addition, students benefit from partnerships with community fine arts groups and organizations. Excellence in the arts is both a natural extension of the academic program and an integral part of the core curriculum.

The curriculum for this magnet program integrates the fine arts into core academic areas (e.g., history: a study of the music and art of a particular time period as a reflection of the culture and society of that era). The interdisciplinary focus of this arts and academics program provides students with core instructional hours similar to those of non-magnet school students and prepares them for the Standards of Learning tests.

Literacy and math instruction continue as appropriate at all grade levels. Please call 757-220-4060 for additional information.

Math, Science & Technology Magnet – Yorktown Elementary

The Yorktown Elementary Magnet School offers students in grades 1 through 5 enriched learning experiences focusing on scientific inquiry, real-world problem solving, and the engineering design process. Topics are designed to encourage critical thinking, collaboration, and the practical application of knowledge, while preparing students for globally relevant careers through an interdisciplinary approach to learning. Please call 757-898-0358 for additional information.

Middle and High School Instruction

Program of Studies

The Program of Studies (POS) is designed to provide students and their parents with information that will assist them in course selection with long-range academic and career planning. The POS includes information on diplomas and graduation requirements, promotion and credit information, special recognitions, career planning, and specialty instructional programs and courses offered in the middle and high schools of the York County School Division (YCSD).

To access the YCSD Program of Studies, visit York County School Division - Program of Studies

Additional information about courses and programs is also available in the school counseling office at each school.

Career and Technical Education (CTE) Advisory Committee

The Board-appointed Career and Technical Education (CTE) Advisory Committee provides guidance and support for the development and improvement of YCSD's CTE programs. The CTE Advisory Committee advises on current and projected workforce needs and trends, reviews the CTE program of studies, makes recommendations on equipment, technology, materials, and other training resources, and assists in securing work-based learning opportunities for students.

The CTE Advisory Committee is composed of members of the public, including students, teachers, parents, and representatives from business, industry, and labor. Information about regularly scheduled meetings is posted on the YCSD website. Additionally, CTE Advisory Committee meetings are FOIA-compliant. Parents/guardians are encouraged to attend and share information on issues and concerns regarding the career and technical education programs in York County. Each meeting contains a public comment period.

Information about this committee can be found at: yorkcountyschools.org/aboutUs/schoolBoard/advisoryCommittees.aspx.

Virtual Instruction

YCSD utilizes both Virtual High School (VHS) and Virtual Virginia (VVA) to provide students with instructional opportunities available in the Program of Studies. VHS is a local virtual program, staffed with YCSD teachers, which operates using the YCSD academic calendar, curricula, and grading policies and procedures. VVA is a state virtual program governed by the Virginia Department of Education (VDOE) and is staffed with Virginia Licensed teachers. VVA operates using their own program specific academic calendar, curricula, and grading policies and procedures. Both programs provide asynchronous instruction supported by scheduled teacher video conferences using their own online platforms and resources for video conferencing. Specific virtual course information and requirements are listed within the Course Offerings section in the Program of Studies.

Non-traditional and Alternative Instructional Programs

REFERENCE: SCHOOL BOARD POLICIES IGBG, IGBGA, AND IGBH

The York County School Division utilizes several alternative programs. A student may be assigned to an alternative instructional program subject to the approval or recommendation of the division superintendent.

At the secondary level, a student may have the opportunity to participate in Virtual High School (VHS), the Learning Center, the Enterprise Academy, or alternative offerings through the adult education program. Students completing graduation requirements at Enterprise Academy receive their high school diploma through YCSD.

Homebound placement is based upon certification of need by a licensed physician or licensed clinical psychologist. Homebound instruction will be made available to eligible students who are confined at home or in a health care facility for a period that prevents regular school attendance. Families should contact the school's counseling office to schedule a meeting to discuss school-based support as well as procedures for applying for a homebound placement.

Counseling Services

REFERENCE: SCHOOL BOARD POLICY IJ

The York County School Board affirms that parents/ guardians are a student's first teachers, and public schools should serve to strengthen family and parental support. YCSD offers a comprehensive school counseling program designed to support the academic, personal/social, and career development to all students in grades kindergarten through 12. School counselors work closely with parents/guardians and school personnel to create a safe and supportive environment that promotes student success and well-being, as well as identify and remove barriers to student learning. Parents/guardians are encouraged to contact a school counselor to discuss concerns or ask questions about their student's school experience. Parents are notified annually about the school counseling programs which are available to their students.

Academic Counseling

School counselors help students and parents/guardians learn about available curricula choices, plan a program of studies, arrange and interpret academic testing, and seek post-secondary academic opportunities.

All 9th grade students in YCSD are provided the opportunity to take the PSAT 8/9 at no cost to the student. The PSAT 8/9 provides an earlier baseline measure for college and career readiness, as well as individualized information for academic and career planning.

All 11th grade students in YCSD take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) at no cost to the student. The test is administered on a regular school day. The PSAT/NMSQT provides feedback on personal achievement in mathematics and verbal skills and provide a free score report for students to evaluate themselves in these important subject areas. Students will also have the opportunity to pay required fees, register, and retake the PSAT/NMSQT during their sophomore year. Students who achieve strong scores on this exam during their junior year are eligible for the National Merit Scholarship Program, a corporate-sponsored program that provides college scholarships to college-bound students. NMSQT semi-finalists can receive finalist recognition and scholarship awards based on an application and their SAT scores, which must be comparable to their PSAT/ NMSQT scores. For more information regarding this program or to register for these examinations, contact high school counselors.

Career Counseling

Counseling services help students acquire information and plan action about work, apprenticeships, and post-secondary educational and career opportunities. Beginning in the elementary school years, students explore the different occupations associated with career clusters. Students begin the development of an Academic and Career Plan Portfolio to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. Students in grades Kindergarten through 12 participate in a variety of career exploration activities. Students in fifth through 12th grade complete interest inventories, career assessments, and explore career pathways. Emphasis is placed on helping students make connections between academic strengths and career goals.

The York County School Division is committed to ensuring all students graduate with the skills and knowledge to be successful and productive citizens in whichever career path they choose. Career coaches assist high school students as they navigate the path through school and into a future career. Career coaches support students and counselors by reviewing Academic and Career Plans to align course selections

with the student's career interests. Students receive help in areas such as job applications, resume writing, portfolio development, and essential interview skills. YCSD offers multiple ways for students to begin experiencing their chosen career field while also earning high school course credits:

- Internships
- Clinicals
- School-based enterprises

Entrepreneurship Personal and Social Counseling

Counseling assists students in developing an understanding of, and respect for, self and others, the skills to be responsible citizens, how to resolve conflict, and how to define individual goals that reflect their interests, abilities and aptitudes. With parent/guardian consent, these services may be provided through individual or small group school counseling sessions.

Throughout the year, parents/guardians may contact their child's school to review materials and discuss concerns or request support from their child's school counselor. Requests by parents/guardians to change their child's participation in the school counseling program must be provided in writing to the principal of the student's school.

Family Life Education

REFERENCE: SCHOOL BOARD POLICY IGAH

A Family Life Education (FLE) program designed to reach goals established by the Virginia Department of Education is offered in grades kindergarten through 10. A listing of family life education topics by grade level can be found on the division website: yorkcountyschools.org/parents/parentResources/docs/FamilyLifeSummary.pdf.

Schools offer FLE informational sessions for families. The division also offers an informational session for community members. These sessions provide an overview of the YCSD FLE program, including grade-level topics, lessons, and resources used to guide instruction. Families who wish to withdraw their student(s) from any or all family life education topics may do so by completing the Family Life Education Removal Request form available on SchoolCash On-line. A paper copy of the form is available in the school counseling office. Printed/audio-visual materials, as well as the family life education curriculum guide, are available for preview at school locations and the School Board Office.

Instructional Materials

Textbooks

REFERENCE: SCHOOL BOARD POLICY IIAA

A multi-text approach may be used in some classes. Textbooks, which may include electronic material, may be issued for part of or the entire school year.

- Individual copies of classroom sets may be issued to a student overnight. Periodic checks for lost or damaged books will be made by the teacher. If a student loses or damages a book, he/she is not to be issued another book until damages are paid or until the book is replaced.
- If a student loses or damages a textbook, the student will be required to pay the replacement cost of the book. Students may be denied parking privileges as well as participation in extra-curricular activities to include, but not limited to, athletics, clubs, non-curricular trips, dances, and graduation ceremonies until the cost of lost books or materials has been paid in full.

Instructional Materials

REFERENCE: SCHOOL BOARD POLICY IIA, IIAU, IIAV

Teachers and administrators carefully select instructional materials to support and enrich the educational program for students in accordance with school board policy. All instructional materials used in schools are available for inspection by parents/guardians upon request. A request for review or reconsideration of instructional materials should be referred to the school principal and follow the guidelines set forth in Superintendent's Regulation IIA.

Each school's public website contains a current list of instructional materials identified as having sexually explicit content by grade and subject. This material will be made available for parents to review upon request. Schools will defer to parents to determine whether the use of sexually explicit content in instructional materials, if any, is appropriate for their child.

Student Resources

REFERENCE: SCHOOL BOARD POLICY IIBD

Each school provides access to many print and digital products for all students, PreK-12, and their families, to support research, learning, and recreational reading. These materials are available for checkout in the library media center or learning commons of the school. An online catalog is available on each school website to assist families in identifying the materials currently

available. A parent may request to restrict their students' access to one or more specific library resources (e.g., specific book titles, authors, book series, magazines, or other media) using Form I-173, *Request for Limited Access to Library Materials.* Parents should use Form 174, *Permission for Student Checkout of Library Materials for Instructional Purposes* to request the opportunity to review all library resources prior to student use for instructional purposes (e.g. book report, research project, assigned reading). These forms can be found on the school's website.

A parent, staff member, or community member may request a reconsideration of library materials by completing Form I-12, *Request for Re-evaluation of Instructional Materials and Resources* and submitting the document to the school principal following the guidelines in Superintendent's Regulation IIBD. This form is also available on the school's library webpage.

Special Education

REFERENCE: SCHOOL BOARD POLICY IGBA

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), special education and related services are provided at no cost to eligible students with disabilities ages 2 through 21. A multidisciplinary team, including the parents or the adult student, determines eligibility for services based on evaluations conducted by school division and appropriate outside agencies. Disabilities include autism, deaf, deaf-blindness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment including blindness.

If your child received special education services in another locality, please provide the school with a copy of your child's current Individualized Education Program (IEP) upon enrollment or as soon as possible. For more information about special education, contact either your school principal or the director of special education. To refer a child for special education evaluation, please contact your school principal.

Note: Special education records are destroyed seven (7) years after student withdraws, transfers to another school division, graduates or completes a board of education program.

Child Find

REFERENCE: 8 VAC 20-81-50

Child Find is a component of the Individuals with Disabilities Education Act (IDEA). YCSD implements on-going and continuous strategies to identify, locate, and evaluate children residing or parentally placed in private schools (including those that are home-schooled or home-tutored) within its jurisdiction who are ages two (2) through twenty-one (21) and are in need of early intervention or special education and related services. YCSD provides evaluations for children who are suspected of having a disability. Contact the administrator at your student's school for information regarding referrals for special education.

Early Childhood Special Education

REFERENCE: SCHOOL BOARD POLICY IGBA

YCSD's Early Childhood Special Education program (ECSE) provides special education and related services for children who are two- to five-years-old who are eligible according to state and federal regulations.

Children may be found eligible for ECSE under one or more of the 14 disability categories defined in federal and state regulations. Once a child is found eligible, school personnel work collaboratively with the child's family to develop an individualized education plan (IEP).

Section 504 of the Rehabilitation Act of 1973

Accommodations for students who have been determined eligible under Section 504 of the Rehabilitation Act of 1973 are available in each school. Contact the building principal for information and referral procedures.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) advises and assists YCSD on various aspects of the division's special education programs. Information about regularly scheduled meetings is posted on the YCSD website. Parents/guardians are also notified through the schools and the notification system phone calls and emails. Additionally, SEAC meetings are FOIA-compliant. Families are encouraged to attend presentations on relevant special education topics and to share information on issues and concerns regarding special education in York County. Each meeting includes a public comment period.

Information about this committee can be found at:
York County School Division - Advisory Committees

English Learners (EL) Program

As part of the registration process for all students, parents/guardians are required to complete the Home Language Survey. The information gathered on the Home Language Survey is used to determine the need for further English Language proficiency screening Students who qualify as a Multilingual Learners (ML) will be provided with instructional services based on the student's identified academic and language needs.

Gifted Education

REFERENCE: SCHOOL BOARD POLICY IGBB

YCSD identifies students in grades kindergarten through 12 who have potential and/or demonstrated abilities and who exhibit high performance capabilities in general intellectual ability.

Grades K-7

Gifted students are identified in the spring of the kindergarten year and throughout the year for grades 1 through 12. Identified kindergarten students participate in special seminars each spring during the school day; while gifted students in grades 1 through 5 participate in the gifted program one day each week with a gifted education teacher. Identified students in grades 6 and 7 meet weekly at their home schools with a secondary gifted education teacher. The gifted program instruction includes interdisciplinary units of study and research activities, which emphasize abstract thinking and independent learning.

Grades 8-12

Eligible students in grades 8 through 12 are encouraged to select from the available advanced secondary program options, which include the YCSD Honors Program, Virtual Virginia online courses, the Pre-Diploma Program, the International Baccalaureate Diploma Programme, Advanced Placement courses, dual enrollment courses, the School of the Arts, Summer Residential Governor's School, the Early College Program, and New Horizons Governor's School for Science and Technology. In addition, seminars and enrichment activities are available to eligible students.

Gifted Education Advisory Committee

The School Board-appointed Gifted Education Advisory Committee (GEAC) advises and assists YCSD on various aspects related to gifted education services. Information about regularly scheduled meetings is posted on the YCSD website, in the School Board Office, and the gifted education staff notifies parents/guardians about these meetings. Additionally, GEAC meetings are FOIA-compliant. Parents/guardians are encouraged to attend and share information regarding gifted education in York County. Each meeting contains a public comment period.

Information about this committee can be found at: yorkcountyschools.org/aboutUs/schoolBoard/advisoryCommittees.aspx.

Grading

Awards and Recognitions

All elementary students have the opportunity to gain recognition during the school year by achievement in classroom, grade-level, school, county, local, state, and national activities. Announcements about activities, programs, and competitions are made throughout the school year.

At the secondary level, outstanding student achievement is encouraged and recognized in each school and in the division. Performance of high quality in academics, the visual and performing arts, career/technical areas, citizenship (or leadership), and athletics is recognized through certificates, medals, trophies, letters, pins, diploma seals, and/or similar awards. Announcements, assemblies, or banquets are conducted to note special student achievement.

Scholarships are actively sought for graduating seniors who plan post-secondary education. Programs, activities and competitions are specified and announced in each school.

Reporting Grades

REFERENCE: SCHOOL BOARD POLICY IU

Student performance is reported to parents/guardians every nine (9) weeks. Interim reports are issued at the mid-point of each grading period in grades 3 through 12. The standards-based report card for grades K through 2 provides detailed progress on student performance in the areas of reading, written/oral communication, and mathematics. Because of the detail provided in the standards-based quarterly report card, grades K through 2 students do not receive interim report cards.

The grading scale for students in grades 3 through 12 is as follows:

A = 90-100
B = 80-89
C = 70-79
D = 64-69
F= 0-63

Interim Progress Reports

REFERENCE: SCHOOL BOARD POLICY IUV

Students in grades 3 through 12 receive quarterly interim reports electronically via their activated Aspen accounts. Parents/guardians may contact their child's school office for information on activating their accounts. Paper copies of interims will be provided for parents/guardians upon request and given to students to take home.

Rounding

In grades 3 through 12, when the cumulative grade is within .5 of the next higher letter grade, the grade will be rounded on the interim report/report card as follows:

Cumulative Average	Rounded Cumulative Average	Letter Grade
89.5 to 89.9	90	A
79.5 to 79.9	80	B
69.5 to 69.9	70	C
63.5 to 63.9	64	D

The default setting for the electronic grade book will be set to round the cumulative grade calculated whenever a report is viewed or printed.

Elementary School

At the end of the first quarter, teachers invite families to a conference to discuss their students' progress. In addition, students receive feedback on their academic performance through interim and quarterly report cards. Families should contact the teacher or the office for a mutually convenient appointment to request a conference at any other time during the year.

The grading scale for elementary students is as follows:

Grades K-2	Grade 3-5
N = Novice – Not making expected progress toward proficiency	A (90-100) = Excellent
DP = Developing Proficiency – Beginning to grasp and apply key concepts, processes and skills	B (80-89) = Good
P = Proficient – Regularly grasps and applies key concepts, processes and skills with limited errors	C (70-79) = Average
	D (64-69) = Poor
	F (0-63) = Failing
I = Incomplete	

Evaluation of Student Work

The evaluation of student work is a vital part of the educational process. Students should be aware of their progress as they proceed with their studies.

Quizzes and Tests

- Teachers may use paper copies or an electronic format for assessing student work. Feedback on quizzes should be available to students within a 3-day period. In most cases, feedback on tests will be available to students within a 5-day period.
- All quizzes and tests should be evaluated.

Written Assignments (e.g., homework, make-up work)

- Required work should be
  - submitted to the teacher
  - reviewed and revised if needed by the student prior to grading/evaluating by the teacher
  - returned within an 8-day period, depending on the type of work. Failure of the student to turn in an assignment on time may result in the student receiving a lowered grade on the assignment.

Middle and High School Procedures and Regulations for Grading and Averaging of Grades

Quarterly Assessments

Beginning with the 2019-20 school year, semester and final exams were replaced with four (4) quarterly assessments. Quarterly assessments are a separate category in the teacher gradebook and are weighted at 10 percent of the quarterly grade.

Procedures for Calculating Grades

Teachers use numerical scores in determining letter grades. The procedure for determining final grades is as follows (semester grades in a year-long course are determined in the same manner as grades in a semester course): *Semester Courses – Credit Bearing:*

First or Third Quarter Grade = 50%

Second or Fourth Quarter Grade = 50%

Semester Courses – Middle School Only:

First or Third Quarter Grade = 50%

Second or Fourth Quarter Grade = 50%

Year-Long Courses:

First Semester Grade = 50%

Second Semester Grade = 50%

Transfer Student: Letter grades from a previous school division will be converted to YCSD's four-point grading scale. Grade Point Average (GPA) will be calculated based on conversion results.

Class Ranking

REFERENCE: SCHOOL BOARD POLICY IUX

All courses taught in York County middle and high schools are assigned grade-point values as follows:

Grade	Quality Points
A	4 points
B	3 points
C	2 points
D	1 point
F	0 points

YCSD high school class ranking is based upon the grades earned in courses for which high school credit is awarded.

- Students entering the 9th grade and their families will be advised, in writing, of the method of calculating class rank and grade point average. Transfer students will receive this information at the time of registration.
- Class rank is to be determined by assigning the highest-grade point average a rank of number one (1); the second highest, the rank of number two (2); etc. In cases where more than one student has the same grade point average, all students with that average will be given the same rank. The next highest average will assume the rank position, which will indicate the number of students having higher rank.
- Class rank shall be computed at the end of the 11th grade, at the completion of the first semester of the 12th grade, and at the end of the senior year. Class ranking reports to colleges shall be based on the most recent computation. Class rank at the end of the first semester of the senior year shall be used for purposes related to graduation.

Honor Roll

Students in grades 3-12 are eligible for honor roll status based on specific criteria:

Grades 3 – 8

All A and A-B honor rolls are based on:

- Quarter grades
- Core classes in elementary schools
- All classes in middle schools
- Citizenship is not a criterion for honor roll

High School

- Honor roll is based on grade point averages (highest honors 3.75 or above and honors 3.25 to 3.7499)

Homework Policy

REFERENCE: SCHOOL BOARD POLICY IKB

Guidelines

Homework is an extension of the instruction that students receive in the classroom and provides an essential communication link between school and home. Assignments depend upon the age and ability levels of students. When assigning homework, teachers will adhere to the following guidelines:

- Homework should be valuable to students. It should be reasonable in length and related to classroom activities. For example, if a student can correctly multiply ten (10) three-digit decimal problems, there is little validity in assigning more.
- Except for instructional activities intended to provide background knowledge, all homework should provide practice and application of previously taught concepts.
- Clear, specific directions with step-by-step examples will be provided for homework assignments prior to students attempting to work at home. To minimize confusion regarding required homework, the assignment will be displayed in a strategic place for students. The homework assignment will include a concise description of expectations for completion and evaluation.
- Homework expectations will be communicated to students and parents. Evaluation procedures and the impact homework may have on students' grades will be clearly stated.
- Teachers will make every effort not to give assignments that require significant financial contribution from students or parents. Teachers will inform parents of resources available through the school.

- In support of differentiated instruction, teachers may vary homework assignments based on students' needs.
- Homework will never be used for disciplinary purposes.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work and consider supports to ensure students have practice opportunities outside of assigned homework.

Evaluation

Written homework assignments will be explained, evaluated, and returned in a timely manner to students. Evaluation does not necessarily require the "grading" of each assignment. Check marks, stickers for reinforcement, and written comments are examples of how assignments can be graded. The intention of this feedback is for students to understand that homework is important enough to be monitored. Non-written assignments such as reading assignments may be monitored by assessing student participation in class discussion or by written assessment on the previously read material. Standards for the weighting of homework are indicated below:

Grades	Weight
Kindergarten to 8	Not to exceed 10% of marking period grade (except high school credit courses)
9 to 12	Not to exceed 20% of marking period grade

Suggested Time Standards

The amount of homework assigned should be appropriate to the needs of students. Recognizing homework assignments may vary in length, the following daily homework maximum standards are recommended.

Grades	Maximum
Kindergarten to 1	30 minutes, including reading
2 to 5	45 minutes, including reading
6 to 8	75 minutes
9 to 12	30 minutes per class

Notes

- Students in grades 6 to 12 who are enrolled in advanced, honor, International Baccalaureate, Dual Enrollment, and Advanced Placement courses may be assigned additional homework.
- Because of the alternating-day block schedule in high schools, a maximum of 30 minutes of homework should be assigned for each class meeting. Examples: Class meets two times during Week 1 = 60 minutes of homework per week; class meeting three times during Week 2 = 90 minutes of homework per week.

Plagiarism

By simple definition, plagiarism is the act of appropriating the work of another without giving credit to the original creator of the work. This includes copying text, images, or code; paraphrasing without credit; and using content generated by artificial intelligence (AI) without appropriate disclosure. YCSD requires all students to respect the intellectual property of others by practicing academic integrity and attributing material (e.g., words, ideas, data, or digital products) to the originators through appropriate citation.

The use of artificial intelligence (AI) tools that generate human-like text has increased significantly, providing easier access to students. Whereas the use of an AI tool does not constitute plagiarism or academic dishonesty, presenting AI generated work as a substitute for original work does. Students must adhere to guidelines set by their teachers governing the use of AI on assignments. Generative AI sources referenced in academic products should be cited appropriately using an accepted citation style, such as MLA.

Intentional plagiarism offenses will be addressed according to the consequences outlined in the student conduct code.

Promotion Policy

REFERENCE: SCHOOL BOARD POLICY IUY

In elementary school, students are promoted from grade to grade based upon multiple criteria, including achievement in the areas of language arts, reading and mathematics, as well as test results from the Virginia assessment program. A student may remain for more than one (1) year in a designated elementary grade if his or her academic achievement in any of the areas of language arts, reading or mathematics is unsatisfactory or is significantly less than the established achievement level.

In middle school, students are promoted from grade to grade based upon achievement in all subject areas. A student must successfully complete English, mathematics, science, and social studies or a recommended summer program that is approved by the middle school principal to be promoted to the next grade level. Students failing a class will also be evaluated for promotion based on standardized test scores and completion of a remediation program.

Remediation may be comprised of summer school and/or a targeted skill program.

In high school, promotion is based upon achievement reflected by the number of credits earned. The grade level designations will be determined as follows:

Grade	Credit
Grade 10	5 Credits minimum
Grade 11	10 Credits minimum
Grade 12	15 Credits minimum

Students who meet the requirements for promotion to the next grade level should not be retained in a grade level. When considering retention for a student, staff will follow the guidelines outlined in *Standard Operating Procedure: Retention*. Likewise, when considering acceleration for a student, staff will follow the guidelines outlined in *Standard Operating Procedure: Acceleration*.

Specific information about graduation requirements can be found in the YCSD Program of Studies at https://yorkcountyschools.org/docs/ProgramofStudies.pdf or by contacting the school counseling office at your child's school.

Testing and Assessment

REFERENCE: SCHOOL BOARD POLICY IKF AND IKFA

Standards of Learning

By emphasizing the Virginia Standards of Learning (SOL) throughout the instructional process, YCSD provides its students with a sound instructional program and prepares them for state-mandated SOL testing that occurs in the spring. SOL tests are untimed. In elementary schools, students take the following SOL tests: Reading and Math (Grades 3 to 5), History (Grade 4) Integrated Reading and Writing and Science (Grade 5). In middle school, students take the following SOL tests: Reading and Math (Grades 6 to 8), History, Science, and Integrated Reading and Writing (Grade 8). End-of-Course SOL tests may be given to students, based on graduation requirements, in the following subjects taken for high school credit: Algebra I, Algebra II, Geometry, World History I, World History II, World Geography, VA and US History, Earth Science, Biology and Chemistry. All students are given the following SOL tests: English: Reading & Writing (two (2) tests given in grade 11 that cover English 9-11 SOLs).

All students are required to earn a certain number of verified credits to be eligible for a standard or advanced studies high school diploma. Verified credits for graduation are based on a passing score on the required end-of-course SOL tests or state-approved substitute tests. Interventions are available for students who do not achieve a pass/proficient rating on SOL tests. Test accommodations are provided for eligible students with disabilities as documented in their IEP or 504 Plan. Students identified as Multilingual Learners (ML) are also eligible for test accommodations as described in their Language Instruction Education Program (LIEP) Plan.

Students and families are strongly encouraged to speak with the counseling staff or assessment and compliance coordinator at their school for information about schedules, deadlines and related topics. More specific information for SOL tests is available online at: http://www.doe.virginia.gov/.

ACCESS

In accordance with the requirements of the *Every Student Succeeds Act*, English Learners (EL) in grades K-12 must participate in language proficiency testing. The ACCESS test assesses speaking, listening, reading and writing skills of EL.

Universal Screening for Gifted Programming

First grade students will participate in a universal screener that assesses reasoning and problem-solving skills to identify students who may be eligible to participate in the gifted education program.

College Entrance Examinations

- Scholastic Aptitude Test (SAT)
- American College Test (ACT)

Most degree-granting colleges require an admission examination of some kind, as specified in their bulletins or catalogs. Also, most colleges and sponsors of financial aid programs ask students to take either the ACT or the College Entrance Examination Board (CEEB) tests. The fall dates of either program are recommended for seniors. The spring dates are recommended for juniors who plan to apply under an early decision plan or to military academies. The ACT and SAT are administered at Grafton High School.

The ACT measures ability to perform types of intellectual tasks typically required of college students. Subjects covered are English, math, social studies and natural sciences.

The SAT is a test of critical reading, writing and mathematical abilities. Information booklets are available in counseling offices. Colleges that require these tests of applicants specify the subjects and dates in their catalogs.

More information about the SATs, including available testing dates, can be found at:

collegereadiness.collegeboard.org/sat.

More information about the ACTs, including available testing dates, can be found at: www.act.org/.

Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)

Ninth grade students are provided the opportunity to take the Preliminary Scholastic Aptitude Test (PSAT) 8/9. This test is administered at all York County high schools annually. The PSAT 8/9 is a shortened version of the SAT that includes a Reading test, Writing and Language test, and a Math test.

Eleventh grade students are provided the opportunity to take the preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). The PSAT/NMSQT is a shortened version of the SAT which measures critical reading, writing and mathematical abilities important to college work. Taking this test is the first step in entering the National Merit Scholarship Program and the National Achievement Scholarship Program.

Advanced Placement (AP) Exams

Students enrolled in advanced placement (AP) courses are encouraged to take AP exams. Many colleges offer advanced placement, college credit or both to students who obtain satisfactory scores. These tests are administered at all York County high schools.

Armed Services Vocational Aptitude Test Battery (ASVAB)

This test is primarily for juniors and seniors and is intended to assess an individual's abilities and predict their future academic and occupational success within the military. The ASVAB measures abilities in four domains: verbal, math, spatial, and science/technical. Scores are used to determine eligibility to join the military; each branch of service has its own qualifying score requirements. The ASVAB provides valuable career information for both civilian and military occupations. Information regarding the ASVAB can be obtained in high school counseling offices. The ASVAB is administered at all York County high schools on an "opt-in" basis with parent permission. High schools in YCSD will not release test results to the military unless requested by the student.

STUDENT HEALTH & SAFETY

In this Section

Emergency Preparedness

Health Services

Food Services

School Safety & Emergency Preparedness

REFERENCE: SCHOOL BOARD POLICY EB

YCSD is committed to providing a safe and secure environment for all students, families, and staff. Staff work in partnership with national, state, and local safety officials, police, fire, emergency medical services, and public health to ensure our schools are well prepared for a variety of emergencies.

All schools have comprehensive crisis plans developed in conjunction with safety officials. These plans are reviewed and updated annually. In general, each plan involves:

- the designation of an emergency incident management team;
- development of evacuation, lockdown, and hold in place procedures;
- preparation of a portable emergency go-kit containing key information and supplies;
- designation of appropriate evacuation sites;
- provisions for training personnel and exercising the plan;
- action guides for dealing with specific types of incidents; and
- resources for before, during and after an event.

Safety Terms

Hold is the protocol where students and staff will remain in their current rooms and locations when the hallways need to be kept clear of occupants.

Secure is the protocol used to safeguard students, staff, and visitors within the building by gathering school personnel and students inside the building and locking the outside doors and entrances.

Lockdown is the protocol used to secure individual rooms and keep occupants quiet and in place by locking doors, turning off lights, and keeping students and staff out of sight.

Evacuate is the protocol used to move people from one location to a different location, in or out, of the building.

Shelter is the protocol to protect an individual or group in the event of a weather related or safety hazard.

The division will not dismiss any students during an emergency until it is safe to do so. In certain circumstances, students may be transported to an alternate location for reunification.

Drills

Over the course of the school year, schools hold several drills to help ensure students and staff know what to do in an emergency. These drills include, but are not limited to, fire, tornado and lockdown. School administrators will review safety and drill procedures with students and staff before the end of the first week of school. School safety and emergency information will also be shared with parents through school newsletters and at Back-to-School nights.

Many drills are held in coordination with the York-Poquoson Sheriff's Office and the York County Department of Fire & Life Safety. To reduce confusion in the event of a true emergency, schools will not call or email families when a drill is held unless there are unusual circumstances.

Emergency Notifications

Families are asked not to call or come to a school during an emergency. This ensures staff and emergency responders are able to focus on their emergency roles and limits potential interference with emergency procedures.

Information will be provided to families, through the division's rapid notification system, as information becomes available and appropriate for release. Parents are encouraged to remain close to their source of communication whether it is phone or email, to ensure they are receiving accurate and timely updates on the emergency from school division staff.

Schools will act with the safety of students in mind, and school officials will always follow the directives of emergency personnel.

School Closings or Delays

The decision to close school due to inclement weather is a very difficult and serious undertaking. When deciding whether to close schools, factors taken into consideration include:

- Amount and type of forecasted weather conditions;
- Timing of the weather conditions;
- Condition of all streets (thoroughfare and residential) and bus stops; and
- Ability to clear parking lots and sidewalks around schools.

As soon as a decision to adjust school operating hours is made, the information is:

- posted on the division's website, YCSD-TV, YCSD app, social media accounts;
- shared via the division's telephone and email notification system to all parent contact information on file for each student; and
- provided to local television and radio stations, though the division cannot guarantee the broadcast or accuracy of closure announcements on these stations.

Whenever possible, morning decisions to close or delay school will be made no later than 5:30 a.m. Please remember NO announcement will be made if schools will be operating on their normal schedules.

Child Abuse

The law protects children up to 18 years of age from extreme mistreatment at home. It requires that "…any teacher or other person employed in a public or private school…" report cases of suspected child abuse and neglect. School employees must report the suspected case of child abuse to Child Protective Services. The Department of Social Services will review reports submitted by school employees and determine if an investigation into the allegation(s) will be conducted along with any necessary protective measures. If Social Services finds parents/guardians are not adequately caring for their children, they provide assistance to try to correct the situation. It is important for students and parents/guardians to know this process because the main purpose of the law is to prevent the abuse and neglect of children rather than to punish anyone. Students should report what they believe to be cases of abuse or neglect to a counselor, teacher or principal.

Sex Offender Registry Notification

REFERENCE: SCHOOL BOARD POLICY KN

YCSD recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school, or are at school-related activities, each school in YCSD shall request electronic notification of the registration or re-registration of any sex offender in the same or contiguous zip codes as the school. Such request and notifications shall be made according to the procedure established by the Virginia Department of State Police. Pursuant to School Board Policy KN, registered sex offenders are prohibited from being on school board property. Parents can access information on the registry at: Virginia Sex Offenders | GovernmentRegistry.org.

Health Services

School clinics are staffed by registered nurses. Parents/guardians are asked to share any applicable health information with the school nurse at their children's school. This includes information regarding medication, allergies, disability, surgeries, injuries and acute or chronic illnesses. Each clinic embraces the practice of keeping healthy and well children in school. However, if your student is ill or not feeling well enough to participate in their learning, please allow them to stay home and recover. If you have any questions, contacting your child's school nurse or pediatrician is highly encouraged.

Illnesses/Accidents

Students with infectious or contagious conditions including, but not limited to COVID-19/flu-like illnesses, conjunctivitis (pink eye), impetigo, head lice, ringworm or scabies may be sent home until diagnosis, treatment and/or clearance to return is initiated (CODE OF VIRGINIA § 22.1-272). The Virginia Department of Health guidelines are followed by the school health services provider regarding communicable disease. If you know your child is ill, please keep the student at home. Your child will be sent home, and/or asked to remain at home, if any of the following signs or symptoms are present: fever of 100.0^{o}F or more, vomiting, repeated diarrhea, persistent cough, sore throat, skin eruptions, draining sores and/or other areas inflamed or draining; especially about the face or skin. If your child has been sent home with any of those contagious symptoms, they may return to school when he/she has been symptom free for at least 24 hours without the use of medications, to include over-the-counter, fever-reducing medications. Working together, the spread of illnesses can be minimized.

If a student has an accident or becomes ill during the school day, the school's health service provider will assess their condition and provide appropriate care. Families will be contacted immediately if they need to go home or need further treatment. In case of emergencies, the school's health service provider will provide care until the student can be transported to a hospital. It is important clinic staff be made aware of current telephone numbers, emergency contacts, and changes in health status and student medications. Emergency contacts should live locally.

Physical Education (PE) Excuses

If your child has an injury or illness which causes them to temporarily miss or need short-term

accommodations in their PE class, a parent note is acceptable for up to three (3) PE classes. During this time, an alternative assignment will be provided. Injuries or illnesses exceeding three (3) class periods require a note from a medical provider who can provide guidance for a more permanent solution for the student's participation in physical activity. Please note, if a student's PE class is modified, the same restrictions will apply to recess, sports and any intramural activity period occurring at school.

Immunizations

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated by the Virginia Department of Health:

https://www.vdh.virginia.gov/immunization/requirements/

Should you have any questions please contact Janaye Oliver, Adolescent Immunization Coordinator at the Department of Health, by telephone at (804) 864-8073 or by email at Janaye.Oliver@vdh.virginia.gov.

Medication

Families should try to schedule medication, including over-the-counter medication, before and after school. However, if a student has to take medicine during the school day, it must be brought to the school by the parent/guardian in the original container with the prescription label intact. *It will not be accepted unless in the original container*, *and may only be dispensed per the instructions on the label (specific for school administration).* Over-the-counter medication needed during school hours must also be in the original, sealed, unused container.

Alternative or homeopathic remedies cannot be administered without a written order from a health care provider authorized to prescribe in Virginia and with certain conditions met. Medication is to be left in the clinic. A signed YCSD medical permission form must be completed for medication to be given at school. The medication will be administered as directed per the container label. The clinic cannot accept phone permission for dispensing medication.

The above procedures are designed to help ensure students receive the appropriate medication and dosage. Cough drops are discouraged at school however, they may be used in certain situations. Prior discussion with the nurse and teachers is strongly advised to minimize time away from the classroom. School health services providers will communicate with families at the end of the school year to pick up any unused medication. Any medication not picked up after parent contact will be destroyed.

Epinephrine/Albuterol Guidelines

All public school systems in Virginia are required to have epinephrine and albuterol available in each school for the emergency treatment of conditions such as anaphylaxis and severe asthmatic-like events. Each school will be required to have at least two (2) employees trained in the administration of epinephrine and albuterol. YCSD will follow the guidelines on epinephrine and albuterol as set forth by the Virginia Department of Education.

Student Screenings

REFERENCE: CODE OF VIRGINIA § 22.1-273

Vision & Hearing

All students (kindergarten through grade 12) enrolling in a Virginia public school for the first time shall be screened by school health service providers in the areas of vision and hearing within 60 business days from the day of initial enrollment. Additionally, the vision and hearing of all students in grades 3, 7 and 10 shall be screened during the school year.

Scoliosis-Educational Information

Scoliosis is an abnormal curvature of the spine. Named for a Greek word meaning "crookedness," scoliosis refers to a curved or crooked back. It generally occurs in otherwise healthy children during the growth years, 10-15. Progressive curves occur more frequently in girls than in boys. Scoliosis tends to run in families but in most cases, the cause of is unknown.

Screening is a simple, painless process which does not take long. Boys should stand with shirts off and girls may wear a halter top or bra. The screener observes the child's spine, first in a standing position with arms hanging freely at the sides, and then with the child bending forward and away from the screener with arms extended toward the floor. If the child's back, shoulders or hips seem uneven further evaluation is recommended. Only a health care provider can diagnose scoliosis through examination and x-rays.

If a diagnosis of scoliosis is made, treatment options include exercise/physical therapy, bracing, and in severe cases, spinal surgery. Mild spinal curves often require no treatment.

After reading the information, if a parent is concerned they may request a screening in writing to their school

clinic. If screening results warrant further evaluation by a medical professional, parents will be notified.

Concussion Guidelines

Concussion Definition – a brain injury characterized by an onset of cognitive and/or physical functioning, and is caused by a blow to the head, face or neck, or a blow to the body which causes a sudden jarring to the head. A concussion can occur with or without a loss of consciousness.

The 2010 Virginia General Assembly passed the Student-Athlete Protection Act (SB 652) to ensure student-athletes who suffer a concussion are given a proper diagnosis, given adequate time to heal, and are not allowed to return to sports participation until they are symptom free and cleared by the appropriate license health care provider. The licensed health care provider must be a physician, physician assistant, osteopath or athletic trainer licensed by the Virginia Board of Medicine; a neuropsychologist licensed by the Board of Psychology; or a nurse practitioner licensed by the Virginia State Board of Nursing.

Consideration should also be given to addressing the needs and gradual reintroduction of cognitive demands for all students who have been determined to have a concussion or other head injury.

The full text of the Virginia Board of Education Guidelines for Policies on Concussions in Students can be found at: Health-Related Legislation Guidance Documents | Virginia Department of Education

www.doe.virginia.gov.docx (live.com)

Seizure Management Guidelines

Seizure Definition – temporary change in behavior resulting from a sudden, abnormal burst of electrical activity in the brain. Depending on where the electrical disturbance occurs in the brain constitutes whether the seizure is partial or generalized.

Recognizing students with a history of seizures attend public school, every effort is made to accommodate the student in the school setting. YCSD health service providers follow the Seizure Management Guidelines as set forth by the Virginia Department of Education.

Managing a seizure in the school setting consists of protecting the student, observing the student, and administering medical assistance when needed. A Seizure Action Plan should be used with students being treated for a seizure disorder and contains vital information, which may assist if a seizure occurs during the school day.

Should you have questions or concerns, please contact your child's school clinic directly.

Eating Disorders-Educational Information

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware they have a problem or keeps the issues secret. Family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the information below, if you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or access one of the resources listed below.

Academy for Eating Disorders (AED)

http://www.eatingdisorderhope.com/information/help-overcome-eating-disorders/non-profitsorganizations/aed

Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)

www.feast-ed.org

National Eating Disorders Association (Toll free, confidential Helpline, 1-800-931-2237)

www.nationaleatingdisorders.org

Additional resources may be found at:

Virginia Department of Education

http://www.doe.virginia.gov/support/health_medical/index.shtml

Tobacco and Nicotine Vapor Products – Educational information

Per Virginia Code (22.1-273.3) York County School Division seeks to promote the health and safety of all members of our community. For purposes of this policy, tobacco and smoking-related products are defined as any type of tobacco product or product intended to mimic tobacco products or the smoking or vaping of any other substance. This includes, but is not limited to cigarettes, cigars, cigarillos, smokeless tobacco, electronic cigarettes, vaping products, pipes, bidis, and hookahs.

Tobacco use remains the number one cause of preventable death in the United States, and almost 90 percent of adults who smoke daily first tried smoking before age 18. The good news is that tobacco use by adolescents and young adults has declined substantially over the past 40 years. However, more teenagers are using vaping devices, such as electronic cigarettes or e-cigarettes (devices used to inhale nicotine, marijuana, or other flavored vapor), than tobacco cigarettes, and this upward trend continues. These products pose a set of new challenges, as they are known to be harmful but their health impact is not yet fully understood.

Recognizing the importance of this education in 2020, the Virginia General Assembly passed a law requiring each school board provide educational information to parents of students in kindergarten through 12th grade regarding the health dangers of tobacco and nicotine vapor products on an annual basis. The division supports and utilizes D.A.R.E. (Drug Abuse Resistance Education). This is a collaborative program in which local law enforcement and local school divisions join together to educate students about the personal and social consequences of substance abuse and violence. YCSD and YCPSO provides a specific program given specifically in grades four and seven.

It can be hard to detect if your child is vaping, but one of the major signs to look for is a sweet or savory scent around your house that has no obvious source. E-cigarette pods come in many fun flavors, so this could be a sign that your child is vaping. Another telltale sign is students' frequently leaving class to use the bathroom. The bathroom is one of the most commonly used spots to vape during the school day. Another common sign to look out for is equipment that resemble objects like a USB flash drive.

After reviewing the information below, if you think your child may be using tobacco or vaping products, please contact your primary Health care provider, school nurse or by accessing any of the resources listed.

York County Drug Abuse Resistance Education (D.A.R.E)

https://www.yorkcounty.gov/1041/DARE-Drug-Abuse-Resistance-Education

Federal Drug Administration

https://www.fda.gov/tobacco-products

Tobacco and Vaping Resource Website

What Is The Real Cost? - Smoking and Tobacco Facts

Transdisciplinary Tobacco Use Research Centers

https://www.med.upenn.edu/cirna/

Reducing Vaping Among Youth and Young Adults

https://store.samhsa.gov/sites/default/files/pep20-06-01-003.pdf

Cell Phone-Free Education Exemption

Policy JFCF establishes a "bell-to-bell" prohibition on student cell phone use in order to protect instructional time from interruption. However, the policy also states, "Accommodations which cannot be met through other means may be considered for exemptions. Exemptions to these procedures may be granted as a disability accommodation through an Individualized Education Plan (IEP), Section 504 Plan, or English Learner Plan as needed to ensure students have access to a Free and Appropriate Public Education (FAPE). Additionally, exemptions may be granted as part of an individualized health care plan upon approval from the Coordinator of Health Services, Director of Student Services, or superintendent's designee.

Exemptions associated with the aforementioned reasons shall be documented in a student's IEP, 504 plan, English Learner plan or individualized health care plan. Any questions or concerns regarding these exemptions should be directed to the respective team" or school nurse.

Student Insurance

REFERENCE: SCHOOL BOARD POLICY JHC

YCSD partners with K&K Insurance to offer Voluntary Student Accident Insurance. Student accident insurance can reimburse families for a child's eligible medical expenses due to accidents occurring at home or at school. Interested families will pay a one-time payment for the coverage option of their choice. Accident and dental insurance are offered at the beginning of the school year. Information regarding the available plan is available on the division website:

https://yorkcountyschools.org/parents/studentSafetyWellness/default.aspx

The York County School Board carries liability insurance only. **This insurance does not include medical coverage for student in the event of accidents.**

School Nutrition Services

REFERENCE: SCHOOL BOARD POLICY EF

Research shows students perform better academically when they are nourished and healthy. In partnership with our food services provider, Sodexo, YCSD ensures students are offered a variety of nutritious school meals in accordance with the USDA School Lunch, Breakfast and Commodity Food programs.

Only approved food and drink items will be sold to students. Students may not leave school grounds during lunch and meals purchased from restaurants should not be delivered during the school day.

Breakfast and lunch prices and menus are available on the division website and are posted in school cafeterias. Funds to purchase meals and á la carte can be added to a student's account using the myschoolbucks.com website or by making payments directly to the school. The cafeteria and/or the school cannot accept lunch charges.

Free or reduced-price meals are available (upon application and approval) to students whose family income falls within federally established guidelines. Applications are distributed to families at the beginning of each school year may also be requested at any time from any school. A new application must be submitted at the beginning of each school year as student meal status does not carry over from year to year. Applications for students new to the division should be completed as soon as the student registers, as meal status from a previous school division does not roll over to YCSD.

Technology

Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted to address concerns about access to obscene or harmful content over the internet on school and library computers. This law applies to all schools receiving e-rate funds from the U.S. Department of Education. YCSD implements software designed to filter inappropriate internet content.

Children's Online Privacy Protection Act Notice (COPPA)

The Children's Online Privacy Protection Act (COPPA) is a federal law governing the online collection of personal information from children under 13 years of age.

YCSD utilizes several third-party educational software applications and web-based services. In order for students to use these valuable programs and services, certain personal identifying information must be provided to the website operator. In accordance with COPPA, these websites must provide parental notification and obtain verifiable parental consent before collecting personal identifying information from children under the age of 13. The law permits schools to obtain this consent, eliminating the need for parents to provide consent to each individual operator. YCSD will provide various personal identifying information, including but not limited to student's first and last name, YCSD username and YCSD email address, when required by website operators.

A list of the web-based applications approved by the school division for instructional use, along with privacy policy information, can be found online at https://yorkcountyschools.org/EdTech.

As new applications and resources are continuously emerging, the list will be updated.

Under the terms and conditions stated in the Acceptable Use Policy (AUP) below, all authorized users have access to:

- Productivity and instructional applications
- Virtual classroom instruction via distance learning services
- Web-based electronic research and instructional services
- Internet news, public library print and multimedia assets, and content-rich activities available from sites across the internet
- Electronic communication locally, regionally and globally, including but not limited to electronic discussion groups, email, video conferences and white-board communications
- Public domain multimedia files
- Video conferencing

Digital Citizenship and Technology Acceptable Use Policy (AUP)

The YCSD Network Services/Internet Acceptable Use Policy complies with all local, state and national telecommunications rules and regulations. The most current YCSD Network Services/Internet Acceptable Use Policy is available at https://yorkcountyschools.org/EdTech.

YCSD provides access to an extensive array of network services, web-based services, and applications to staff and students. These network and internet resources support the delivery of the division's program of studies, the Virginia Standards of Learning, and assist with and enhance innovative instruction and educational excellence. Instructional staff evaluate the validity and appropriateness of network and internet resources used in instruction.

Students and staff are provided with instruction on safe and productive internet use including copyright, fair use, plagiarism, internet safety, and data privacy.

Training includes:

- Internet safety and ethical use lessons throughout the school year
- Internet safety and ethical use topics integrated into classroom instruction

Division Staff Responsibilities

The division staff will:

- Provide, monitor, and evaluate internet safety training for staff and students. Refer to division website for specific internet safety topics;
- Evaluate the division's technology infrastructure and network annually or as needed, to ensure internet and data security procedures are in place;
- Remain aware of the latest developments in technology related to instruction or impacting students;
- Provide professional development for all staff on the ethical issues of technology use including copyright, fair use and plagiarism, internet safety and security;
- Update the division AUP annually;
- Provide information related to internet safety and security to families and the community via the division's website and other methods.

Permission to Use Network Services

Parents/Guardians may permit students under 18 years of age to access division network and web-based services by completing and submitting the Student/Parent Technology Usage Form annually. Students 18 years of age or older must complete and submit the Student/Parent Technology Usage Form annually to access division network and web-based services. If a completed form is not submitted, the student will not be granted access to the division network or web-based services.

Parents/guardians may revoke or reinstate permission for a student's access to network and internet services by completing a new Student/Parent Technology Usage Form, which is available in the online payments/forms platform and at every YCSD school.

Students without permission to use network or internet services will not have access to:

- Canvas Learning Management System to check assignments, post homework and participate in online learning
- Aspen student information system to check grades
- Microsoft Outlook to access student email
- Microsoft Office365 productivity tools and video conferencing
- Instructional software and associated web services
- Division-issued devices or computers

This may impact computer-related courses offered in YCSD schools or assignments requiring the YCSD wireless network, including access to Virtual High School and Virtual Virginia courses from within the division.

NOTE: Testing required by division, state, or federal mandates, such as Virginia SOL testing, require the use of computers with internet access. Arrangements will be made on an individual basis for required testing.

Privacy, Monitoring, and Allowable Use

Use of YCSD network services, web-based services, and applications is a privilege, not a right. Users have no right of privacy, and division officials reserve the right to monitor and review all user activity. Users should have no expectation of privacy for any activities conducted on any service provided by the division, including but not limited to email, chats, electronic

artifacts, and files. Network accounts and device access are monitored, and activity is logged on YCSD issued and network connected devices. All email messages and chat sessions are archived. Use of school email is for educational purposes only.

Furthermore, students have no expectation of privacy in their use of a privately-owned electronic device(s) while at school or at a school sponsored event. The division reserves the right to search a privately-owned electronic device, in accordance with applicable laws and policies (Code of Virginia § 22.1-279.7), if there is reasonable suspicion that the student has violated the laws of the Commonwealth of Virginia, YCSD policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.

Teacher permission is necessary for student use of a digital device during the school day (in accordance with School Board Policy JFCF). The voice, audio, video, and image capture applications on any device may only be used with teacher permission and for specific instructional purpose(s). Students and their parents/guardians are prohibited from recording classroom activities without the express written permission of the teacher or the appropriate division personnel.

Students may use all division technology, software, and network services for approved instructional purposes such as research, communication, and production. Projects and assignments may be posted electronically and may include personally identifiable information (PII) that may be classified as an educational record under the Family Education Rights and Privacy Act (FERPA). All reasonable efforts will be made to restrict the amount of personally identifiable information when communicating electronically. Assignments and activities conducted online may receive teacher comments, grades, or evaluations; however, under no circumstances will comments, grades or evaluations be posted to the general public.

Should there be any evidence of violation of this AUP, school board policy or regulations, student conduct code or any local, state or federal law, division network personnel will provide such evidence to division administrators or to law enforcement officials, as appropriate, for disciplinary action and/or criminal prosecution.

User Privileges

- All students will be assigned a YCSD email account. Students under the age of 13 will only be able to send and receive email YCSD division accounts and from any third-party educational software application or web-based services approved by YCSD.
- Students may access information that facilitates or supports learning and educational activities via the internet. Student internet use should occur in a supervised environment.
- Students may download, store, and transfer data files approved for instruction over the network provided that such activity does not violate laws, incur fees, or place freeware, shareware, games, or other executable files on network storage systems, including local hard drives, or division owned devices.

User Responsibilities

Password Security

- Students shall maintain the privacy and security of passwords and accounts. Students shall not attempt to learn any other person's password including but not limited to other students, teachers, school administrators and/or other school staff, access any other person's account, or impersonate any other person on the network.
- Students shall not use the password created for and used on the YCSD network on any other network or service including but not limited to social media, games, shopping, banking, etc.

Network Security

- Students shall not knowingly attempt to gain access to any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school or division personnel.
- No student shall use any computer or device to illegally collect any electronic data or disrupt networking services. Students may not engage in any malicious use, disruption or harm to the school network, internet services, or any other electronic device owned by the school, any school personnel and/or student.
- Students are prohibited from the actual or attempted unauthorized or malicious access, use, or exploitation of data, systems, devices, content, networks, databases, or infrastructure. This includes the actual or attempted probing, scanning, or testing the availability, performance, or functionality of

systems, or networks, or exploiting any known, or unknown vulnerabilities. Students are also prohibited from the actual or attempted bypassing, circumventing, or breaching any security, authentication, or other measures used to prevent, detect, or restrict unauthorized access, or use of systems or networks.

- Students are prohibited from performing or attempting to perform any actions that will increase the level of vulnerability, risk, or exposure to threats to YCSD technology resources, networks, systems, or data.

Network Access

- Students shall use the division-provided Wi-Fi service available division-wide on any device while on school grounds.
- Students shall not connect to a device, either provided by the division or privately-owned, to any hotspot while on school grounds.
- Students shall not attempt to use any software, utilities or other means to access internet sites or content blocked by internet filters.
- Students shall not establish a wireless ad-hoc network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to, using a privately-owned electronic device as a cabled or wireless hotspot.

Digital Conduct

- Students shall respect the property of others and shall not access, modify or delete any network files, documents, applications, or data files belonging to others. Vandalism, defined as a malicious attempt to harm or destroy another user's data or any network service, shall result in suspension or termination of privileges and disciplinary action.
- Students shall be responsible for all material in the student's network account and agree to maintain the account free from materials that include obscene, sexually explicit, slanderous, malicious, discriminatory, or threatening language, images, files or emails and to prevent such materials from entering the network via the internet or other source.
- Students shall not send via an email message or any other form of electronic communications any message that may be regarded as harassment, discriminatory remarks, hate mail, a threat or threatening, obscene and/or vulgar language. Additionally, any conduct prohibited by the student conduct code, school board policy, federal or state law is strictly prohibited.
- Any student who inadvertently accesses pornographic or inappropriate materials, files or emails, becomes aware of a network or hardware security problem, copyright or fair use infringement or any internet safety issue shall immediately notify a classroom teacher or building administrator who shall notify the Information Technology or Instruction departments for assistance.

Authorized Use of Devices and Software

- Students shall not operate any division technology for personal gain including commercial use or product advertisement.
- Students shall not connect any privately-owned electronic device by cable to the school system network.
- Students shall not install division-owned licensed software on any privately-owned electronic device.
- Students shall not install personal software on any division hardware.
- Users shall adhere to the Copyright Act of 1976 and the Fair Use provisions as related to education. Transmission of any material in violation of federal or state law or regulation is prohibited and shall be dealt with according to criminal statutes and shall result in the suspension or termination of privileges and disciplinary action in accordance with the student conduct code.

YCSD shall take precautions to restrict access to inappropriate materials. All division teachers and staff shall monitor student activity in classrooms, labs, and libraries and shall pursue appropriate disciplinary actions based on the student conduct code or criminal statutes as appropriate for any violations of this AUP.

Appropriate, safe, and valuable use of the internet is the responsibility of students, parents, and YCSD staff. Parents can assist school division staff by monitoring student internet use at home; establishing rules for online behavior at home; and reinforcing the division's internet safety instruction by encouraging discussion of the positive and negative aspects of internet use. Use of division-provided devices used at home or any non-

YCSD location, are subject to the expectations of this AUP.

Students shall properly use and care for all hardware and ancillary computer and network equipment available for use at any division site or distributed for home use. Vandalism or destruction of any technology or related components shall result in suspension or termination of privileges, disciplinary action and restitution to the school division.

YCSD makes no warranties of any kind, express or implied, regarding the network services it provides or the hardware and software issued to students. YCSD is not responsible for any damages students may incur, including loss of data due to delays, non-deliveries, mis-deliveries, equipment failures, property damage, service interruptions, or any resulting data corruption. Due to the vast, diverse, unmanaged character of the internet, YCSD will not be responsible for the accuracy, nature, or quality of information gathered from the internet. YCSD is not responsible for personal property used to access division hardware or networks or the internet or for any financial obligations resulting from internet access provided by the division.

Please contact your student's school or the Department of Information Technology with comments or questions regarding this AUP.

Internet Safety Practical Guidelines

Internet safety refers to the best practices users should use to ensure the safety of networks, personal information, devices, and individuals. Refer to the Internet Safety section of the York County School Division website for specific internet safety topics.

The purpose of these guidelines are to educate users and promote safe, secure, and appropriate instructional collaboration and teamwork through the use of 1:1 devices, digital communication, and various productivity tools.

Protecting Your Information

YCSD uses security measures to safeguard your data. Despite these efforts, no information system can be completely secure. Users also have a role to play in keeping their data safe. Use a unique and hard-to-guess password for your account, and do not share it with others. Monitor your account regularly.

If you believe someone has gained access to your account without your permission, immediately reset your password and contact your teacher, principal, or YCSD help desk (757-898-0311) so YCSD can investigate the situation and protect your data.

Digital Privacy and Security

Things you must remember when using division-provided devices:

- Your use of division technology equipment and services is to support learning and should be used accordingly.
- Your use of division-provided devices at home or at any non-YCSD location is still subject to the expectations of the YCSD AUP.
- You are responsible for all material in your accounts and saved in your network storage locations.

Do not:

- Use anonymity to cloak your actions. Do not assume content is private online anything you say or do can be copied, pasted, and sent to people without your permission.
- Create, send, or publish material compromising a person's right to privacy. Never take photos or record videos of staff or students, or publish these without their knowledge and permission.

Avoid activities that put your digital footprint and reputation at risk such as:

- Participating in an activity prohibited by the AUP, student conduct code, school board policy, or federal or state law.
- Creating or distributing any materials with inappropriate content including, but not limited to, references to alcohol, tobacco, drugs and gangs; obscene language or nudity; bullying or harassment; discriminatory behavior.
- Using email inappropriately for jokes, chain letters, advertising, individual profit, or political activity.

Digital Citizenship

Students should always conduct themselves as good digital citizens by adhering to the following:

- Respect Yourself – Show respect through your actions. Select appropriate online names. Use caution with the information, images, and other media posted online. Carefully consider the personal information you share about yourself.
- Protect Yourself – Ensure the information, images, and materials posted online will not

put you at risk. Do not publish personal details, contact details, or personal activity schedules. Immediately report any inappropriate behavior directed at you while online.

- Respect Others – Show respect to others. Do not use technology to antagonize, bully, harass, or stalk people.
- Protect Others – Protect others by reporting abuse and not forwarding inappropriate materials or communications. Avoid unacceptable materials and conversations.
- Respect Intellectual Property – Request permission to use copyrighted or otherwise protected materials. Properly cite the use of websites, books, media, etc.
- Protect Intellectual Property – Do not use pirated software or distribute music or media in a manner violating license agreements.

Information Literacy, Credit, and Copyright

According to the American Library Association, information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Information literacy is an important skill for students as it promotes critical thinking, creative thinking, collaboration, communication, and citizenship.

Students are expected to follow all copyright laws. Piracy of software, music, movies, etc. is not tolerated. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

Social Networking & Use of Web Resources

Students and teachers are able to use various web-based collaboration, communication and presentation tools to support instruction. Teachers will monitor and educate students about online safety and responsible use of social networking applications.

FAMILY ENGAGEMENT & COMMUNICATIONS

In this Section

Addressing Concerns

School-Home Communications

School Visitors & Volunteers

Addressing Concerns

The division encourages families and other stakeholders to share feedback, concerns and questions. Our goal is to work with you to reach an effective and timely solution that is in the best interest of your child. Sometimes miscommunication or incomplete information can cause concern. Clarifying the situation with the people immediately involved creates opportunities to develop successful solutions.

Listed below are some of the most frequent topics we help address along with the suggested steps to take to speak with the staff member best equipped to provide answers and resolve concerns.

Classroom & Instruction	Student Behavior, Discipline and Safety	Athletics and Extra-curricular Activities
1 Classroom teacher; if not resolved...	1 Classroom teacher; if not resolved...	1 Coach or activity sponsor; if not resolved...
2 Assistant principal or principal; if not resolved...	2 Assistant principal or principal; if not resolved...	2 Assistant principal or principal; if not resolved...
3 Instruction Department; if not resolved...	3 Student Services Department; if not resolved...	3 Student Services Department; if not resolved...
4 Chief Academic Officer; if not resolved...	4 Chief Operations Officer; if not resolved...	4 Chief Operations Officer; if not resolved...
5 Superintendent	5 Superintendent	5 Superintendent

Contact information can be found on the division and school websites, and the division's Let's Talk!-AskYCSD platform can also connect stakeholders with staff.

Staff members will respond by the end of the next business day if you choose to share your contact information. If your matter is urgent, please contact your school directly or the School Board Office at (757) 898-0300.

York County School Division Code of Civility

In an effort to ensure all students, staff, families, and visitors to YCSD schools and activities are treated with respect and dignity, the following Code of Civility has been developed to promote a supportive culture.

This is a Place of Learning

We demonstrate mutual trust and respect by acting honestly and ethically. We provide safe, secure, and caring environments for students and staff. As adults, we are responsible for modeling appropriate behavior for our students.

To foster a successful partnership, we expect all students, staff, families, and community members to follow the division Code of Civility.

Expectations

We have zero tolerance for aggressive behavior

We demonstrate mutual trust and respect by acting honestly and ethically. We provide safe, secure, and caring environments for students and staff. As adults, we are responsible for modeling appropriate behavior for our students.

To foster a successful partnership, we expect all students, staff, families, and community members to follow the division Code of Civility.

The following behaviors are considered unacceptable:

- Failing to follow staff instructions
- Using obscenities or speaking in a demeaning, loud, or insulting manner
- Disrupting school or school division operations
- Making threatening comments or gestures

Addressing Uncivil Behavior

When interactions become inappropriate or uncivil, individual may:

- End or step away from a conversation or meeting
- Choose not to respond to disrespectful, aggressive or harassing communications
- Ask the other party to leave the premises, if appropriate
- Contact a supervisor, school administrator, or law enforcement if behavior escalates or poses a safety concern

School-Home Communications

The York County School Division believes having active, involved and informed families and community members is critical to our students' success. The division uses multiple methods to maintain open, transparent and two-way communication between school and home.

To receive phone, email and text messages from the division, the school must have your up-to-date contact information.

If you move, change jobs or obtain a new cell phone number, please be sure to provide your child's school with the new contact information immediately so you will not miss a single notification message.

Mass Notification System

Receive emergency notices, student attendance alerts, school news and upcoming events through the Finalsite mass notification system.

Division and School Websites

Find a variety of information about division and school programs, calendar, curriculum, policies, procedures and contact information.

Division App

Everything YCSD in one place! Families can now create password-protected accounts, receive news and calendar updates, and use the chat feature to message teachers, coaches, and staff directly in the app. Download on the App Store or Google play – just search York County School Division.

Social Media

See what is happening in and around the division on Facebook, Instagram, and YouTube.

To find accounts you want to follow, visit *yorkcountyschools.org/SocialMedia*

Family Resources

Curriculum information, reading lists, writing requirements and web addresses that contain useful information for families and students are posted on the division website, yorkcountyschools.org. Families may obtain a paper copy of this information by contacting their child's school.

Community Announcements

The York County School Division offers opportunities for local non-profit organizations to share information with students and families. These materials are neither sponsored nor endorsed by the division or schools but are made available as a community service for our families. Requests to distribute information must be made online, yorkcountyschools.org/materialDistribution.

Directory Information

The division and organizations authorized by the division, may publish certain student information, known as *Directory Information*, in either print or electronic format.

Directory Information may also be released, upon request, to organizations and/or Virginia residents in accordance with state and federal laws.

Directory Information, as defined by the Code of Virginia, § 22.1-287.1 (amended 2019), may include the following student information:

- Full Name
- YCSD email address (students ages 13+)
- Gender
- School(s) & dates of attendance (by school year)
- Course of study
- Awards and honors received
- Height & weight (if member of athletics team)
- Photograph, video image or other likeness

Further, *Every Student Succeeds Act* (ESSA) states military recruiters are entitled to receive the name, address and telephone listing of juniors and seniors in high school unless the parent directs otherwise.

Families complete the "release of student information" when registering a new student. This form is valid for the duration of a student's enrollment but may be modified at any time by submitting a written request to the school office.

Volunteers

Volunteers play a vital role in each of our schools. Volunteers assist in the front office, in the classroom and on field trips. Volunteers also may act as mentors to students in our schools. If you would like to volunteer, or if you have questions about a school's volunteer program, please contact your child's school for more information. Non-parent volunteer information can be found on the division website, yorkcountyschools.org/community/volunteers

Visiting Schools

REFERENCE: SCHOOL BOARD POLICY KK

Visitors, particularly families, are welcome at our schools. Parents wishing to visit classes should contact the school principal in advance to arrange an appropriate visitation schedule.

As part of the division's safety measures, each visitor must report to the office to obtain a pass during the school day. Proper identification may be required before a visitor's pass is issued. **Passes must be visibly displayed throughout any visit to the school**.

Students from other schools, inside or outside the county, are prohibited from visiting other school campuses during the school day without a specific reason (e.g., tutoring, transporting a sibling).

Community Use of Schools

REFERENCE: SCHOOL BOARD POLICY KG

To ensure a safe and inviting environment, citizens must abide by guidelines while on School board property. The playgrounds and athletic spaces are available to the public EXCEPT when:

- York County School Division is in session and/or has a scheduled event
- York County Parks and Recreation has a scheduled function or event
- Citizens or organizations have a permit reserving the space for an event (approved by York County Parks and Recreation)

School grounds and facilities may be used after school hours when authorized by the School Board. Forms to request the use of facilities are available in each school. Forms requesting the use of grounds at elementary and middle schools are forwarded, via the principal, to York County Parks, Recreation & Tourism.

Fees may be charged for facility use.

STUDENT CONDUCT CODE

In this Section

Student/Family Rights & Responsibilities

Student Behavior Expectations

Student Discipline Procedures

Student Rights & Responsibilities

Students in YCSD have both rights and responsibilities. It is the obligation of the school division to protect those rights and insist upon those responsibilities.

Equal Educational Opportunities

Right

All students enrolled in the York County School Division are provided, by law, access to a free public education. Students have the right to a public education unimpaired because of gender, race, religion, national origin, pregnancy, disability, parenthood, marital status, or any reason not related to their individual capabilities.

Students who fail to graduate or who fail to achieve the number of verified credits required for graduation have the right to a free public education until the year in which the students reach their 20th birthday on or before August 1. Students with disabilities who have an individualized education program and students for whom English is a second language have the right to a free public education through the age of 21. (Code of Virginia § 22.1-253-13-4 B-C)

Responsibility

Students are members of a learning community at each school. Students are expected to work with staff and their peers to protect the rights of others to study and learn in a discrimination and harassment free environment.

School Environment

Right

Students have the right to a safe and orderly environment while in schools, classrooms, or at school activities.

Responsibility

Students have the responsibility to ensure that their actions do not disrupt the school environment by exhibiting safe and orderly behavior. Students should avoid actions or activities, individually or in groups, which interfere with the right of any person to a public education.

Free Expression

Right

Students are entitled to express their opinions both verbally and in writing *within boundaries of the law*.

Responsibility

Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, violate the law, or violate the requirements of this Handbook.

Freedom of Religious Belief

Right

Students have the right to their own religious beliefs.

Responsibility

Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.

Freedom of Assembly

Right

Students may hold meetings at a time, place and in a manner which does not disrupt or disturb class-room instruction.

Responsibility

Students have the responsibility to secure approval for using school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the functions, and to ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.

Privacy

Right

Students have the right to protection from unlawful search and seizures of their personal possession(s) or their persons.

Responsibility

Students have the responsibility not to endanger themselves, other students, school personnel, or the public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state, or local law, or the provisions of this Handbook.

YCSD Student Dress Code

The York County School Division recognizes clothing is one of the primary ways students express their personalities and ideas when attending school. In doing so, expressions must be in a responsible manner suitable for the school setting, and should not interfere with or cause a substantial disruption to the learning environment or present a potential safety hazard. All York County School Division students are expected to dress appropriately for a K-12 educational environment. Clothing should fit, be neat and clean, and meet the standards of safety, good taste, appropriateness, and decency.

The following guidelines apply to all students while in attendance at school or school-sponsored events during the school day. The principal or principal designee at each school reserves the right to determine what dress and appearance is appropriate, and will be fair in addressing situations as they arise.

Pants/Shorts/Bottoms

Dresses, skirts, shorts, athletic shorts, or other similar clothing must be at least mid-thigh in length (typically mid-thigh would be below the tip of the thumb when placed at sides – arms straight with palms down). We want students to be comfortable however, when students sit or bend over, their buttocks should not be exposed.

All pants must be worn at the natural waistline. Rips, distressed fabrics with loose hanging threads, and holes must not extend beyond the thigh or expose undergarments that cover the buttocks and an individual's intimate regions. No pants/shorts/ bottoms should pose a safety hazard. Pants must be visible when wearing long shirts or sweaters.

The principal or designee reserves the right to determine appropriateness of excessive rips and/or holes.

Pajama styled pants must ensure all intimate regions and undergarments are sufficiently covered to prevent unintentional exposure. School officials reserve the right to determine if the clothing item is inappropriate for the school environment.

Shirts/Tee Shirts/Tops

Shirts must cover the torso (including back) and midriff. Muscle shirts, tube tops, halter tops, or shirts with spaghetti straps may not be worn during the school day. Shirt material may not expose anything being worn as an undergarment. Shoulder straps must be at an appropriate width (typically a 3-finger width).

Head Covering

Per Virginia Code (§ 22.1-279.6) headwear may be worn for educational, religious, and ethnic reasons; if culturally specific or significant; if necessary for medical purposes; or, if it serves a necessary function (examples may include but are not limited to hijabs, yarmulkes, head wraps, braids, locs, cornrows). Any head covering must not interfere with or disrupt the educational operation of the school or display symbols, gestures, or language that violate division, state, and/or federal laws and regulations. Head coverings must not conceal the identity of students.

Face Coverings

During times of pandemics or widespread illness caused by viruses, students will be permitted to wear masks covering their mouth and nose. The division will provide more specific guidelines in these particular cases with guidance from the Center for Disease Control (CDC), Virginia Department of Health (VDH) and the Virginia Department of Education (VDOE).

Footwear

Footwear must be worn at all times. Safety considerations may dictate the type of footwear worn in specific classes or school settings. Flip flop-based footwear must consist of a supportive strap or have bands to support walking in the school setting. Building administrators reserve the right to require students to wear different footwear if the footwear being used poses a safety issue.

General Expectations Regarding Clothing and Accessories

Students' clothing, haircuts, tattoos or other accessories may not display any of the following:

- Weapons
- Pictures of tobacco products
- Drugs
- Alcohol
- Nudity
- Vulgarity
- Obscene, lewd, or profane words
- Anything perceived as gang affiliated
- Other prohibited expressions as outlined by the principal

Violation of the student dress code may result in disciplinary action.

Citizenship

The York County School Division is committed to ensuring students acquire the knowledge, skills, habits, and traits necessary for successes in future educational experience, the workforce, and life. To achieve this priority, the division has identified four areas of focus under Future Ready Graduates:

- **High Quality Instruction**: Rigorous curricula, evidence-based teaching practices, and active learning environments that are differentiated, standards-based, and data-driven.
- **Engaging Educational Experiences**: Learning opportunities intentionally designed to activate students' curiosity as they apply critical thinking skills in contexts that are within and beyond the classroom.
- **College and Career Readiness**: The knowledge and skills needed to be successful in postsecondary education and/or training leading to meaningful employment in a highly complex, diverse, and evolving workforce.
- **Life Readiness**: The dispositions and character traits that improve the learning environment, promote student achievement, and develop civic-minded students of high character.

The YCSD character education program is closely aligned with citizenship, and is more than just not breaking school rules. Learners grow as citizens when they:

- Demonstrate respect, trustworthiness, respectfulness, fairness, responsibility, and caring
- Appreciate democratic values and institutions
- Strive to understand the past, participate in the pre-sent, and care about the future
- Recognize diversity as a strength
- Act as a steward of self, community and the world

Character education is built on respect, and integrated into the K-12 instructional program, school procedures, and school environment. The goal of the program is to join with parents in helping students develop responsible attitudes and behaviors in an effort to prepare them for work and further education. It is just as important to teach and evaluate citizenship, as it is to teach and evaluate academic content.

As part of the program, teachers are required to discuss the following citizenship standards with their students:

- Attend class regularly except for excused absences.
- Arrive to class on time.
- Come to class with necessary materials.
- Complete homework assignments.
- Meet deadlines.
- Do own work when independent work is required.
- Participate in class activities and discussions.
- Exercise reasonable care of school property.
- Show respect for others.
- Exercise good conduct.

Elementary school students will receive a quarterly citizenship evaluation based on the citizenship displayed at school. Comments that support the citizenship evaluation may also be included on the school report card. In addition, schools are encouraged to recognize good citizenship during the school year. Students who exhibit “unsatisfactory” citizenship may have the following privileges withdrawn: after-school clubs, public performances not required as part of the classroom curriculum, or the Bring-Your-Own-Technology privilege.

Secondary school students do not receive an official evaluation on citizenship; however, teachers may include comments relating to citizenship on the report card, and recognize good citizenship during the school year. Secondary students who exhibit unsatisfactory citizenship may have the following privileges withdrawn: athletics, after-school recreation, school clubs, student government, public performance of music, dance, drama, and speech not required as part of the classroom curriculum, special field trips not a part of regular classroom work, school dances and assemblies, graduation ceremony, or Bring-Your-Own-Technology privilege.

Conflict Resolution and Restorative Conferencing

Background

In compliance with the Code of Virginia (§ 22.1-279.6), the York County School Division is committed to ensuring that every student can learn in a safe, positive, and disruption free environment. Conflicts and disagreements are a natural part of human growth and development. Resolution and mediation skills are necessary for individuals to demonstrate progress and personal growth. Students are expected to use peaceful means to resolve conflict and should not rely on violence, verbal or physical confrontations to address disputes. Managing and dealing with conflict reinforces Virginia's "5 C's" and Profile of a Graduate expectations related to citizenship. Students are expected to be able to express views, opinions, and concerns in a manner that is respectful and appropriate.

In alignment with the American School Counseling Association Mindsets & Behaviors for Student Success, school counselors promote standards that enhance the learning process and create a culture of college and career readiness for all students. Students demonstrate the following learning strategies, self-management skills, and social skills through classroom lessons, activities and/or individual/small-group counseling, specific to conflict resolution:

- Gather evidence and consider multiple perspectives to make informed decisions
- Demonstrate ability to assume responsibility
- Demonstrate effective coping skills when faced with a problem
- Use effective oral and written communication skills and listening skills
- Create positive and supportive relationships with other students
- Demonstrate empathy
- Demonstrate social maturity and behaviors appropriate to the situation and environment

The following tools are available to students and families who experience conflict or need a peer-based dispute resolved.

Peer Mediation

Students who experience peer-to-peer conflict may schedule an appointment with their school counselor to arrange a peer mediation or restorative conference. Students may also be referred for peer mediation by parents, peers, school administrators, or school staff who become aware of a potential conflict or dispute. Before engaging in a peer mediation or restorative conference session students will be asked to agree with the following principles:

- Acknowledgement that there is an incident resulting in a breach of trust or conflict that requires mediation to resolve
- Authentic desire to repair the relationship and harm caused by the conflict
- Abide by the resolution agreement developed by the school counselor or facilitator
- Agree to treat information and conversations held during the mediation/conference as confidential
- Acknowledgement that failure to abide by the resolution agreement may result in disciplinary sanctions if the conflict escalates to verbal or physical conflict

Peer mediation is a tool intended to diffuse student conflicts in an appropriate manner. Student participation is voluntary. Students may elect not to participate in a mediation session. In these incidents, the student conduct code will be used to address any violations of school board policy and/or school rules and disciplinary sanctions may apply dependent on the situation.

Formal Restorative Conferencing

Conflicts and incidents that are complicated or pervasive, and continue to be an issue even after school level staff have attempted to mediate and resolve the problem, can be referred for a formal conference. The formal conference will be facilitated by a trained facilitator and will follow the guidelines published by the International Institute for Restorative Practices. Formal conferences must be pre-scheduled and should be considered only after peer-mediation and small group restorative conferencing has proved ineffective in addressing a conflict. If a formal conference is deemed necessary, school administrators will work in concert with the Department of Student Services to facilitate the meeting. For additional information, you may contact the Director of Student Services, at 757-833-2182.

Bullying, Cyberbullying, and Reporting

What is Bullying and Cyberbullying?

Bullying is intentional, repeated, aggressive and unwanted behavior, physical, psychological or emotional, that is intended to:

- Harm, intimidate, or humiliate the victim
- Involves a real or perceived power imbalance between the aggressor(s) and victim
- Occurs over a period of time or causes severe emotional trauma.

Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplay, argument or peer conflict(s). Behavior found to be bullying will result in disciplinary action.

Cyberbullying is a form of bullying including, but not limited to, using information and communication technologies, such as email, cell phone, text message, instant messaging, content generated by artificial intelligence (AI) defamatory websites or polling sites, to support deliberate, hostile behavior intended to harm others. Cyberbullying using YCSD network, YCSD computers or other wireless communication devices on school grounds, on school property or at school-related activities will result in disciplinary action.

Cyberbullying occurring off school grounds and/or does not include the use of YCSD network or computers may also result in disciplinary action if it causes or is likely to cause a substantial disruption to the school environment or violate the rights of students, staff, or teachers.

Warning Signs

Possible warning signs of a child being bullied:

- Has few, if any, friends with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, "illogical" route when walking to or from the bus stop or school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;
- Complains frequently of headaches, stomach-aches, or other physical ailments;
- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has trouble sleeping or has frequent bad dreams; or
- Experiences a loss of appetite

What to do if you Suspect that Your Child is Being Bullied?

- Talk with your child. Tell your child that you are concerned and that you would like to help.
- Talk with staff at your child's school. Call or set up an appointment to talk with your child's teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. If you are not comfortable talking with your child's teacher or if you are not satisfied with the conversation, make an appointment to meet with your child's counsel or principal to discuss your concerns.

If I Witness Bullying Behavior, How Can I Help?

Bystanders often feel uncomfortable when they see another child bullied. Many do nothing to stop the bullying. They may even join in the bullying to avoid becoming targets themselves. Adults can help by persuading children to become "heroes" by standing up for others or by reporting the bullying to a parent or teacher. Research shows most bullying incidents end when bystanders speak up for the victim.

How Can I Report Bullying Behavior?

- Tell a trusted adult
- Call the YCSD Hotline 757-890-5000
- Online at yorkcountyschools.org/Reportit
- Report it! On the YCSD App

*Reports made online or to the HOTLINE are confidential. Reports are retrieved and investigated daily. Reports made after 5 p.m. will be retrieved by 8 a.m. the next business day. Please call 911 for emergencies.

Parental Notification

Per Virginia Code, school administrators are required to notify the parent(s) of any student who is involved in an allegation of bullying within 24-hours of actual knowledge of the allegation.

The Continuum for Understanding Peer Conflict and Bullying

	Conflict	Rude	Mean	Bullying
Occurrence	Occasional	Occasional	Once or Twice	Is Repeated
Level of Intent	Not planned; in the spur of the moment	Spontaneous action; unintentional	Intentional	Is planned and done on purpose
Level of Impact	All involved are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset and/or hurt
Perceived Motivation	All parties want to work things out	Based on thoughtless-ness; poor manners or narcissism	Based on anger; impulsive cruelty	Bully tries to gain control over the situation and / or target
Observed Behavior	All parties involved accept responsibility	Rude person accepts full responsibility	Behavior is often regretted	Bully blames the target
Observed Behavior	An effort is made by all parties involved to solve the problem	Rude person apologizes or makes an effort to resolve problem	Both parties may come to a resolution	The target wants to stop the bully's behavior; the bully does not
How to Respond	May be addressed by using the Conflict Resolution procedures	May be handled by speaking with a school counselor and requesting a peer mediation	Should be handled by reporting the situation to a parent/ guardian and notifying a school administrator or counselor	Should be handled by reporting the situation to a parent/guardian

Parental/Family Rights and Responsibilities

As a parent, you are your child's first teacher, and often times, you can help to provide positive options for your child when situations arise at school.

What are my Rights as a Parent?

As a partner in the overall education of your child, you have the right to:

- Actively participate in the school community
- Work collaboratively with teachers, staff, and your child
- Ask questions about your child's academic or developmental progress
- Acknowledge positive experiences for your child and provide feedback
- Be informed of the School Division's policies and expectations for your child
- Receive information about your child's progress on a consistent basis
- Collaborate with school staff to advocate for your child
- Involvement in matters concerning your child
- Timely notice of matters concerning your child
- Per Virginia Code (22.1-4.3) a non-custodial parent of a student enrolled in a public school shall not be denied the opportunity to participate in any of the student's school activities (examples: lunch breaks, teacher conference, etc.) unless stated in a court order.
- Under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g: 34 CFR Part 99) Parents/Guardians have certain rights with respect to their children's education records. This information can be reviewed at the following link:

  FERPA | Protecting Student Privacy

What are my Responsibilities as a Parent?

As a partner in the overall education of your child, you have the responsibility to:

- Support the school community
- Review the Student Conduct Code section with your child to help ensure understanding of the expectations and support staff in fulfilling the Student Conduct Code
- Promote positive behavior and good decision making by your child
- Make school attendance a priority for your child, and notify the school when your child is absent, tardy, or leaving early
- Help ensure your student is appropriately dressed for school and prepared with needed learning materials
- Work collaboratively to address matters in an age appropriate manner for the student
- Meet with school staff when requested
- Be respectful in all school-related interactions
- Provide updated emergency contact information in case of emergency and provide any custody documents (if applicable)
- Provide a copy of custodial documentation for their child(ren) to the school's main office upon registration of their child, and when/if changes are made to the custodial document.
- Contact the school office if a student has lost either personal or school issued items. Schools cannot accept responsibility for lost items.
- Review and complete the form acknowledging receipt and review of the *Student Handbook and Conduct Code*.

Student Behavior Categories and Conduct Expectations

It is the mission of the York County School Division to ensure every student is valued, supported, and challenged through learning experiences, which prepare them for a successful future. As delineated in the Profile of a Virginia Graduate, it is the responsibility of the schools to ensure students demonstrate competency in citizenship, which involves individual responsibility and self-regulation of behavior. The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional development and emphasize the importance of helping students achieve academically and develop SEL competencies.

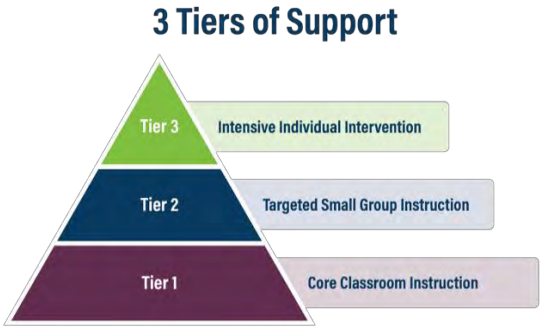
Behavior Category	Definition
Behaviors that Impede Academic Progress (BAP)	These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior 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 Behavior (RB)	These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors 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. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlings 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.
Persistently Dangerous Behaviors (PD)	These behaviors are described in the Virginia's Unsafe School Choice Option Policy required by the federal *Every Student Succeeds Act (ESSA)* of 2015.

The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors. The *Standards of Student Conduct* section provides examples of how the behavior categories work with leveled administrative responses.

Tiered System of Support

York County School Division (YCSD) is committed to creating a safe, supportive, and positive environment where school staff respond to student behaviors with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting student needs, and keeping students in school. The Virginia Tiered Systems of Support is data-driven framework for establishing the academic, behavioral, and social-emotional supports needed to foster student success. YCSD utilizes this VDOE approved approach to ensure students receive instruction and training in social-emotional competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills, and
- Responsible decision-making



Tier I Supports

Each YCSD school has worked with staff members to develop unique school-wide rules and expectations to support all students. Tier I supports consist of universal practices and services designed to foster safe, supporting, and caring school and classroom environments. Prior to students being referred for administrator interventions, classroom teachers may use the following behavior supports to help re-focus and re-engage students to maintain an appropriate learning environment.

Tier II Supports

Tier 2 or targeted supports are developed based on data analysis to determine what types of supports some students need to meet behavioral expectations. For example, the data may indicate a need for a bullying prevention intervention, substance abuse counseling, anger management, or self-management. Each school will determine the appropriate targeted supports. Resources for providing Tier 2 supports may come from community service.

Tier II Support may include:

- Check-in and Check-out (CICO)
- Small Group Intervention Sessions
- Student Assistance Teams
- Behavior Contracts
- Peer Mediation

Tier III Supports

Tier 3 supports are individualized and based on the needs of a single student. Approximately five percent of students in any school population may need Tier 3 supports. A school that exceeds this percentage of students receiving intensive supports should re-visit school data regarding Tier 1 and 2 supports to determine their effectiveness. Placing students in an alternative setting is a Tier 3 intervention and should include a specific plan to allow the student to return to his or her home school.

Assigning Disciplinary Consequences

School administrators issue disciplinary consequences that are consistent with the severity of the incident, the impact of the behavior on the school environment, and the frequency of the behavior that is in violation of the conduct code. While there is a range of consequences, there is not a prescribed consequence for violations of the conduct code. Consequences are issued based on the facts of a specific incident. While students may receive Tier I, II, and/or III supports for behavior, disciplinary consequences also apply for violations of the student conduct code.

Proactive and Preventative Classroom Supports Coordinated by the Teacher	Instructional Responses for Classroom Managed Behaviors (Teacher-Based)
• Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations that align with PBIS practices and the school-wide behavior expectations matrix. • Build positive relationships with students and families. • Model and practice expectations in the appropriate settings. • Re-teach/review expectations throughout the school year (i.e., quarterly, after breaks). • Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. • Use more positive than corrective statements (4:1 ratio). • Create a classroom acknowledgement system to increase responsible student behavior. • Implement effective, evidence based instructional practices match to student learning needs. • Actively engage students in the teaching and learning process. • Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education). • Use flexible classroom arrangements/seating.	• Restructure/revise classroom practices based upon student needs. • Adjust pacing of instruction to increase on-task behavior. • Change student seating. • Provide immediate positive feedback when students engage in expected behavior. • Respond calmly, restating the desired behavior. • Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets). • Communicate and collaborate with parents/ guardians and the student's counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. • Re-teach desired behavior. • Problem-solve the behavior during a teacher-student conference using active listening. • Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges]. • Facilitate restorative practices with the student and person(s) affected by the student's behavior. • Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work, review a social story, and re-teach behavior).

Leveled Administrative Responses to Student Behavior (SBAR)

Supporting students and correcting behavior requires a team approach. Administrators and school-based intervention teams will engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions and sanctions, for inappropriate behavior, will be addressed with instruction and intervention in order to:

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

Please Note: Consequences and corrective actions may include interventions from multiple response levels.

Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school. (Teacher and/or Administrator Interventions)

- Re-teaching or modeling desired behavior
- Positive Behavior Reward or Intervention System
- Behavior Monitoring and Progress Chart
- Behavior contract
- Seat change
- Loss of classroom/school privileges
- Detention (before school, after school, or during lunch)
- Reflection-Think Sheet
- Letter of apology
- Community service (must be approved by administrator and parent)
- Conflict resolution or restorative conference
- Temporary removal from class (no longer than 30 minutes or 1 class period)
- Student-Teacher-Parent or Student-Administrator-Parent Conference
-

Level 2 Responses: Administrative responses and interventions at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Check-in and Check-out (CICO)
- Restorative conference or peer mediation
- Detention (before school, after school, or during lunch)
- Saturday school detention
- Referral to school intervention team
- In-school suspension (ISS) 1-3 days (excludes violations of BAP4, BAP5, BSO15, and certain violations of BSO16)
- Class removal (less than half of school day) (excludes violations of BAP4, BAP5, BSO15, and certain violations of BSO16)
- Social probation (may extend from 1 – 45 calendar days, see *Disposition Definitions* section for details)
- Community service (approved by parent and school administrator)
- Suspension of school bus or division transportation privileges

Level 3 Responses: 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.

- Out-of-school suspension (1 – 3 days) *notates that suspensions cannot exceed 3 days for preschool – 3rd Grade
- Out-of-school suspension (1-10 days)
- Social probation/Loss of school privileges
- Re-entry meeting with parent and school administrator (re-entry contract)

Level 4 Responses: Level 4 behaviors require a report to the division hearing officers who serve as the superintendent's designee. A referral to the hearing officer does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

- Long-term suspension (11-45 days)
- Alternative placement/Change of placement
- Social probation (mandatory 45 days of social probation for drug and alcohol violations)
- Referral to Law Enforcement

Level 5 Responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

- Long-term suspension (46-364 days)
- Expulsion (365 days) -- may only be issued by the School Board
- Alternative Placement/Change of placement
- Referral to Law Enforcement
- Social Probation

*Notification to law enforcement – Virginia Code (§ 22.1-279.3:1. Reports of certain acts to school authorities; reports of certain acts by school authorities to parents; reports of certain acts by school authorities to law enforcement) and the Memorandum of Understanding between the York-Poquoson Sheriff's Office and the school division, require certain violations of the student handbook be reported to law enforcement. These violations are notated in the conduct code.

Elementary Leveled Responses to Student Behavior

Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students (Elementary Schools)							
BAP Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BAP 1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X					
BAP 2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X					
BAP 3	Scholastic dishonesty (such as cheating, plagiarism – includes artificial intelligence (AI) generated content)	X					
BAP 4	Unexcused tardiness to class	X					
BAP 5	Unexcused tardiness to school	X					

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Elementary Schools)							
BSO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSO 1	Altering an official document or record	X	X				
BSO 2	Giving false information, misrepresentation	X	X				
BSO 3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X			
BSO 5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X				
BSO 6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X*			
BSO 7	Dress Code Violation	X	X				

BSO 8	Gambling (games of chance for money or profit)	X	X				
BSO 9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X				
BSO 10	Possession of stolen items	X	X	X*			
BS0 11	Unauthorized use of school electronic or other equipment	X	X	X*	X*		
BSO 12	Violation of the Acceptable Use of Technology/internet policy	X	X				
BSO 13	Violation of school board policy regarding the possession or use of portable communication devices (This includes, but is not limited to, cell phones, smart watches, i-pads, tablets, and other electronic equipment)	X	X	X*			
BSO 14	Vandalism, graffiti or other damage to school or personal property	X	X	X			
BSO15	Student is not going to class as assigned	X	X				
BSO16	Student is in an unauthorized area of the campus	X	X				

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) (Elementary Schools)							
RB Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
RB 1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X*			
RB 2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X			
RB 3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means (includes displays of pornographic materials including AI generated content of a sexual nature)	X	X	X*			

RB 4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (Includes AI generated content)	X	X	X*			
RB 5	Stealing money or property without physical force	X	X	X*			
RB 6	Speaking to another in an uncivil, discourteous manner	X	X				
RB 7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X				
RB 8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X				
RB 9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	X	X	X*			
RB 10	Failure to respond to questions or requests by staff	X	X	X*			
RB 11	Unwanted or inappropriate physical contact • RB 11 – 01 (Student engaged in consensual inappropriate physical contact • RB 11 – 02 (Student engaged in unwanted physical contact)		X X X	X X X			

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)							
BSC Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC 1	Alcohol: Possessing, using, or being under the influence of alcohol	X	X	X			X
BSC 2	Alcohol: Distributing alcohol to other students		X	X	X		X
BSC 3	Drugs: Possessing drug paraphernalia	X	X	X			

BSC 4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			
BSC 5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X			X (2nd offense)
BSC 6	Bullying Behavior without physical injury that continues after intervention (Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery		X	X			
BSC 7	Cyberbullying that continues after intervention (Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.		X	X	X		
BSC 8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment		X	X	X		
BSC 10	Bus: Endangering the safety of others on the bus	X	X	X*			
BSC 11	Fire alarm: Falsely activating a fire or other disaster alarm		X	X			X
BSC 12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
BSC 13	Engaging in reckless behavior that creates a risk of injury to self or others • BSC 13 - 01 (Conduct that affects the safety of others) • BSC 13 – 02 (Conduct that affects personal or self-safety)	X X X	X X X	X X X			

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)							
BSC Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC 14	Fighting that results in no injury as determined by the school administration	X	X	X			
BSC 15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X	X		
	• BCS 15 – 01 (Engaging in repeated violations of the student conduct code and not responsive to administrative interventions	X	X	X	X		
	• BSC 15 – 02 (Creating a substantial disruption to the operation of school or the safety of staff and/or students	X	X	X	X*		
BSC 16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			
BSC 17	Shoving, pushing, striking, biting another a student with no visible injury	X	X	X			
	• BSC 17 – 02 (with visible or documented injuries)	X	X	X			
BSC 18	Exposing body parts, lewd or indecent public behavior (includes "pantsing")	X	X	X			
BSC 19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X			
	• BSC 19 – 01 (Contact was unwanted and/or unwelcomed)	X	X	X			
	• BSC 19 -02 (Contact was consensual and involved inappropriate physical interaction of a sexual nature)	X	X	X			
BSC 21	Stalking as described in the Code of Virginia, § 18.2-60.3		X	X	X		X
BSC 22	Stealing money or property using physical force (no weapon involved)			X	X		X

BSC 24	Leaving school grounds without permission	X					
BSC 25	Trespassing		X	X			
BSC 26	Possessing dangerous instruments/substances that could be used to inflict harm upon another		X	X	X		
BSC 27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1				X	X	X
Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community (Elementary Schools)							
BESO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO 1	Assault: Intending to cause physical injury to another person	X	X	X			
BESO 2	Assault and Battery: Causing physical injury to another person			X	X	X	X
BESO 3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	X	X	X			
BESO 4	Striking Staff: The use of force against a staff member when no injury is caused a.) Student uses physical force against a staff member but without intent, as determined by the school administration	X X	X X	X X	X		
BESO 5	Drugs: Possessing and/or sharing controlled substances, illegal drugs, inhalants, bath salts, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO 6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, bath salts, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO 7	Drugs: Using controlled substances or using illegal drugs, bath salts or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO 9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X		X

BESO 10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in § 18.2-46.1	X	X	X	X		
BESO 11	Hazing as defined in § 18.2-56 and noted in § 22.1-279.6			X	X		X
BESO 12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members	X	X	X	X		X
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (verbal, not including written threats)	X	X	X			X

Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community (Elementary Schools)							
BESO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO14	Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing.		X	X	X		X
BESO 15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel			X	X		
BESO 16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others			X	X		
BESO 17	Bomb threat – Making a bomb threat	X	X	X	X		X

Category PD: Persistently Dangerous: Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal *Every Student Succeeds Act of 2015* (Elementary Schools) (Elementary Schools)							
PD Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
	Sub-Category I						
PD 1	Homicide - Firearm				X	X	X
PD 2	Homicide - Other Weapon				X	X	X
PD 3	Sexual Assault (As defined by the Virginia Department of Education, a sexual assault offense is sexual penetration without consent and includes statutory rape and carnal knowledge of a minor).				X	X	X
PD 4	Attempted Sexual Assault				X	X	X
PD 5	Use of a Bomb				X	X	X
	Sub-Category II						
PD 6	Assault with Firearm or Weapon				X	X	X
PD 7	Actual or Attempted Robbery				X	X	X
PD 8	Kidnapping/Abduction				X	X	X
PD 9	Malicious Wounding without a Weapon				X	X	X
PD 10	Aggravated Sexual Battery on a Student				X	X	X
	Sub-Category III						
PD11	Illegal Possession of Handgun				X	X	X
PD12	Illegal Possession of Rifle or Shotgun				X	X	X
PD13	Illegal Possession of Any Other Projectile Weapon				X	X	X
PD14	Illegal Possession of Bomb				X	X	X
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1				X	X	X
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell				X	X	X

Secondary Leveled Responses to Student Behavior

Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students (Secondary Schools)							
BAP Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BAP 1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X				
BAP 2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X	X				
BAP 3	Scholastic dishonesty (such as cheating, plagiarism – includes artificial intelligence (AI) generated content)	X	X				
BAP 4	Unexcused tardiness to class	X	X				
BAP 5	Unexcused tardiness to school	X	X				

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Secondary Schools)							
BSO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSO 1	Altering an official document or record	X	X				
BSO 2	Giving false information, misrepresentation	X	X	X			
BSO 3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X			
BSO 5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X	X			
BSO 6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X			
BSO 7	Dress Code Violation	X	X				

BSO 8	Gambling (games of chance for money or profit)	X	X				

Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Secondary Schools)							
BSO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSO 9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X	X			
BSO 10	Possession of stolen items	X	X	X	X		
BS0 11	Unauthorized use of school electronic or other equipment	X	X	X			
BSO 12	Violation of the Acceptable Use of Technology/internet policy	X	X	X			
BSO 13	Violation of school board policy regarding the possession or use of portable communication devices (This includes, but is not limited to, cell phones, smart watches, i-pads, tablets, and other electronic equipment)	X	X	X			
BSO 14	Vandalism, graffiti or other damage to school or personal property	X	X	X			
BSO15	Student is not going to class as assigned	X	X				
BSO16	Student is in an unauthorized area of the campus	X	X	X			

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) (Secondary Schools)							
RB Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
RB 1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X			
RB 2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X			
RB 3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means (includes displays of	X	X	X	X*		

	pornographic materials including AI generated content of a sexual nature)						
RB 4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (includes AI generated content)	X	X	X	X*		
RB 5	Stealing money or property without physical force	X	X	X	X		
RB 6	Speaking to another in an uncivil, discourteous manner	X	X				
RB 7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X			
RB 8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X			
RB 9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	X	X	X			
RB 10	Failure to respond to questions or requests by staff	X	X	X			
RB 11	Unwanted or inappropriate physical contact Unwanted or inappropriate physical contact • RB 11 – 01 (Student engaged in consensual inappropriate physical contact • RB 11 – 02 (Student engaged in unwanted physical contact)		X X X	X X X	X X		

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Secondary Schools)							
BSC Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC 1	Alcohol: Possessing, using, or being under the influence of alcohol	X	X	X			X

BSC 2	Alcohol: Distributing alcohol to other students		X	X	X		X
BSC 3	Drugs: Possessing drug paraphernalia	X	X	X			
BSC 4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			
BSC 5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X			X
BSC 6	Bullying Behavior without physical injury that continues after intervention (Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery		X	X	X		
BSC 7	Cyberbullying that continues after intervention (Model Policy to Addressing Bullying in Virginia's Public Schools). Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			X	X	X	
BSC 8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment		X	X	X		
BSC 10	Bus: Endangering the safety of others on the bus	X	X	X			
BSC 11	Fire alarm: Falsely activating a fire or other disaster alarm		X	X			
BSC 12	Fire Related: Possessing items that could be used to set or	X	X	X			

	cause a fire or produce large amounts of smoke						
BSC 13	Engaging in reckless behavior that creates a risk of injury to self or others • SC 13 - 01 (Conduct that affects the safety of others) • BSC 13 – 02 (Conduct that affects personal or self-safety)	X X X	X X X	X X X			
BSC 14	Fighting that results in no injury as determined by the school administration	X	X	X			
BSC 15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students • BSC 15 – 01 (Engaging in repeated violations of the student conduct code and not responsive to administrative interventions • BSC 15 – 02 (Creating a substantial disruption to the operation of school or the safety of staff and/or students		X X X	X X X	X X X	X X X	
BSC 16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			
BSC 17	Shoving, pushing, striking, biting another a student with no visible injury • BSC 17 – 02 (with visible or documented injuries)	X X	X X	X X			

BSC 18	Exposing body parts, lewd or indecent public behavior (Includes "pantsing")	X	X	X	X		

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Secondary Schools)							
BSC Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC 19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X	X		
	• BSC 19 – 01 (Contact was unwanted and/or unwelcomed)	X	X	X	X		
	• BSC 19 - 02 (Contact was consensual and involved inappropriate physical interaction of a sexual nature)	X	X	X	X		
BSC 21	Stalking as described in the Code of Virginia, § 18.2-60.3			X	X	X	X
BSC 22	Stealing money or property using physical force (no weapon involved)			X	X		
BSC 24	Leaving school grounds without permission	X	X				
BSC 25	Trespassing		X	X	X		
BSC 26	Possessing dangerous instruments/substances that could be used to inflict harm upon another			X	X		X
BSC 27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1				X	X	X

Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community (Secondary Schools)							
BESO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO 1	Assault: Intending to cause physical injury to another person		X	X	X		
BESO 2	Assault and Battery: Causing physical injury to another person			X	X	X	X

BESO 3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	X	X	X			
BESO 4	Striking Staff: The use of force against a staff member when no injury is caused a.) Student uses physical force against a staff member but without intent, as determined by the school administration	X X	X X	X X	X X		
BESO 5	Drugs: Possessing and/or sharing controlled substances, illegal drugs, inhalants, bath salts, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X

Category E: Behaviors that Endanger Self or Others (BESO) endanger the health, safety, or welfare of either the student or others in the school community (Secondary Schools)							
BESO Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO 6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, bath salts, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO 7	Drugs: Using controlled substances or using illegal drugs, bath salts, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO 9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X		X
BESO 10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in § 18.2-46.1			X	X	X	
BESO 11	Hazing as defined in § 18.2-56 and noted in § 22.1-279.6				X	X	X
BESO 12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members		X	X	X	X	X

BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (verbal, not including written threats)		X	X	X	X	X
BESO14	Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing.		X	X	X	X	X
BESO 15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel			X	X	X	X
BESO 16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others				X	X	X
BESO 17	Bomb threat – Making a bomb threat				X	X	X
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws but is required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)				X	X	X

Category PD: Persistently Dangerous: Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal *Every Student Succeeds Act of 2015* (Elementary Schools) (Secondary Schools)							
PD Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
	Sub-Category I						
PD 1	Homicide - Firearm				X	X	X
PD 2	Homicide - Other Weapon				X	X	X
PD 3	Sexual Assault (As defined by the Virginia Department of Education, a sexual assault offense is sexual penetration without consent and includes statutory rape and carnal knowledge of a minor).				X	X	X
PD 4	Attempted Sexual Assault				X	X	X
PD 5	Use of a Bomb				X	X	X
	Sub-Category II						
PD 6	Assault with Firearm or Weapon				X	X	X
PD 7	Actual or Attempted Robbery				X	X	X
PD 8	Kidnapping/Abduction				X	X	X
PD 9	Malicious Wounding without a Weapon				X	X	X
PD 10	Aggravated Sexual Battery on a Student				X	X	X
	Sub-Category III						
PD11	Illegal Possession of Handgun				X	X	X
PD12	Illegal Possession of Rifle or Shotgun				X	X	X
PD13	Illegal Possession of Any Other Projectile Weapon				X	X	X
PD14	Illegal Possession of Bomb				X	X	X
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1				X	X	X
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell				X	X	X

Procedures for Handling Violations of the Student Conduct Code and the Appeals Process

Procedural Due Process

No student may be punished for alleged violation of the student code of conduct without due process. All students are entitled to an oral or written notice of the charges, an explanation of the evidence and an opportunity to present his/her account of the reported incident.

Immediate Removal of a Student

Per Virginia Code (22.1-277.04) school officials have the authority to immediately remove a student from school and provide due process at a later time if the student's presence poses a continuing danger to others, poses a threat of harm to school property, or whose presence is an ongoing threat of disruption to the operation of school. In these situations, school officials must take all deliberative steps to provide the student with procedural due process within two (2) school days of the removal. In these particular cases, students will be allowed to present their version of the incident and be given an explanation of facts by school officials.

Student Right to Due Process Before Issuance of Disciplinary Sanctions and Consequences

The principal, assistant principal, or designee shall meet with the student for the purpose of:

- Presenting oral or written notice of the reported code of conduct infraction,
- Giving an explanation of the evidence concerning the infraction report, and
- Giving the student an opportunity to present his/her account of the reported incident.

In all circumstances, the process of questioning a student begins with considering the nature of the offense, whether it rises to the level of criminal activity, and the age/development of the student.

School officials have a direct responsibility for student behavior as well as school safety and security. That responsibility allows school officials the latitude to question students in an effort to maintain safe schools. Law enforcement officers should not be involved in questioning students as a part of routine school operations when no evidence suggests a crime has been committed. (Reference: 8VAC20-132-200. Role of the principal.)

Issuance of Disciplinary Sanctions and Consequences

Upon completion of procedural due process and based on the nature of the violation, the principal, assistant principal, or designee may:

- Issue a school-based intervention (peer mediation, community service, teacher-student conference, etc.).
- Assign Alternative to Suspension (ATS): alternative setting for less than half of the instructional day.
- Assign In-school Suspension (ISS): alternative setting for half or the entire instructional day.
- Issue an Out-of-School Suspension (OSS): removal from school setting for one (1) to ten (10) instructional days.

Due Process for Claims of Self-Defense

Per Guidance from the Virginia Department of Education (2019), in order for a claim of self-defense to apply, the following conditions should be met. The person claiming self-defense must:

- Be without fault in provoking or bringing on the fight or incident.
- Have reasonably feared, under the circumstances, as they appeared to him, that he was in danger of harm.
- Have used no more force than was reasonably necessary to protect him from the threatened harm

Procedures for Out-of-School Suspension

When a student is suspended, the principal or designee will make multiple efforts to contact and inform the parent or guardian by phone or by email. Parents and guardians are asked to ensure that contact information is correct. In addition, within one (1) school day, the principal or designee will send a notice to the parent/ guardian containing the following information:

- A statement of the facts leading to the decision to suspend.
- The date and time when the student will be allowed to return to school.
- The procedure for appealing the decision (provided in the student handbook).

Re-entry Meeting Following an Out-of-School Suspension

Following an out-of-school suspension, school officials will schedule a student re-entry meeting. In most cases, the meeting will include the student, school administrator, and school counselor. Parents/guardians may be required to attend the meeting if deemed appropriate by school-based staff. If requested by school officials, the parent/guardian is required to attend the re-entry conference regarding their behavior and/or conduct of concern.

Appeal Process for a Short-Term Out-of-School Suspension (1 – 10 Days)

A review of a short-term suspension may be requested in writing of the principal within five (5) days of the incident. Appeals should specifically address the reason the parent(s)/ guardian(s) disagree with the administrator's disciplinary decision. For example, the parent(s)/ guardian(s) believe there was an issue with the investigation process, an improper violation was cited, or inappropriate disciplinary consequences were rendered. During the appeal process, the student will serve the disciplinary consequences(s). If the original disciplinary disposition is overturned or reduced, the student's disciplinary record will be amended and any academic impacts will be corrected.

The decision of the principal may be appealed to the superintendent or his designee in writing within five (5) days of the principal's decision. The decision of the superintendent or his designee is final.

Discipline of Students with Disabilities

A. General

A student with an IEP, receiving services under Section504, or in the child find process shall be entitled to the same due process rights that all students are entitled to under the Code of Virginia and York County School Division disciplinary policies and procedures. In addition, children with disabilities will have access to the procedures set out below.

If the behavior of a child with a disability impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions, strategies and supports to address the behavior. The IEP team shall consider either:

1. Developing goals and services specific to the child's behavioral needs; or
2. Conducting a functional behavioral assessment (FBA) and determining the need for a behavioral intervention plan (BIP) to address the child's behavioral needs.

In reviewing the disciplinary incident, school personnel may review the child's IEP and any BIP or consult with the child's teacher(s) to provide further guidance in considering any unique circumstances related to the incident. School personnel may convene an IEP team for this purpose.

B. Short-Term Removals

1. A short-term removal is a removal for ten (10) days or less at a time.

2. A student with a disability may be removed from the student's current educational setting up to and including ten (10) cumulative school days in a school year for any violation of school rules to the extent a removal would be applied to a student without a disability. No educational services are required during the first ten (10) days of removal in the school year.

3. A student with a disability may receive additional short-term removals in the school year after accumulating ten (10) school days of removal. The student must be provided with educational services during these removals. Educational services during the period of removal are provided to enable the student to continue to progress in the general education curriculum and to progress toward meeting the goals of the IEP. These educational services are determined by school personnel in consultation with the student's special education teacher.
4. If the removals total greater than ten (10) school days within a school year, the requirements of subsection C of this procedure must be followed.

5. The student shall continue to participate in the Virginia Department of Education and Division-wide assessment programs.

C. Long-Term Removals

1. A long-term removal occurs and is considered a disciplinary change in placement if:

   a. The removal is for more than ten (10) consecutive school days at a time, such as a long-term suspension or expulsion; or
   b. The removal is a short-term removal after ten (10) cumulative days have occurred in the school year and a pattern exists.
   c. In connection with any disciplinary change in placement, York County School Division shall notify the parent/guardian of the proposed removal and provide the parent/guardian with procedural safeguards notice on the date on which the decision is made to impose a long-term removal.

   d. A manifestation determination review meeting must be held within ten (10) school days and educational services will be determined through the IEP process.

2. Additional authority of school personnel in certain circumstances to remove a student:

   a. School personnel may remove a student with a disability to an appropriate interim alternative educational setting (IAES) for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) school days regardless of whether the behavior is a manifestation of the student's behavior, if:

      i. The student carries a weapon to or possesses a weapon at school, on school premises or at a school function under the jurisdiction of any school division or the Virginia Department of Education; or

      ii. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of any school division or the Virginia Department of Education. For purposes of this part, the definitions of § 8 VAC 20-81-10 apply: 1. Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in § 202(c) of the Controlled Substances Act at 21 USC § 812 (c), as amended.

3. The interim alternative educational setting (IAES) and the educational services during any long-term removal or disciplinary change in placement must be determined by an IEP team. The services must be selected so as to enable the student to:

   a. Continue to participate in the general education curriculum, although in another setting;

   b. Continue to receive those services and modifications including those described in the student's current IEP that will enable the student to progress toward meeting the IEP goals;

   c. Receive, as appropriate, a FBA and BIP and modifications that address the behavior violations and are designed to prevent the behavior from recurring; and

   d. Participate in any division wide or statewide assessment program. The IEP team should consider whether the student's behavior impedes the child's learning or that of others and consider the use of positive behavioral interventions, strategies and supports to address the behaviors. The IEP should set out goals and services specific to the behavioral needs or conduct a FBA and determine the need for a BIP to address the behavioral needs of the child.

4. York County School Division personnel may consider unique circumstances on a case-by-case basis when deciding whether to implement a disciplinary change in placement as a result of a violation of the Code of Conduct. School personnel may review the IEP and any BIP or consult with the teacher(s) or parent(s)/guardian(s) in considering unique circumstances.

D. Services during Periods of Disciplinary Removal

1. York County School Division is not required to provide services during the first ten (10) days of removal in a school year if services are not provided to a student without a disability who has been similarly removed.

2. For any removal after the student has received ten (10) cumulative days of removal, the student must receive educational services in a setting determined by the IEP or school personnel as appropriate.

E. Manifestation Determination Review (MDR)

1. Manifestation determinations are required if York County School Division is contemplating a removal that constitutes a disciplinary change in placement.

2. The local educational agency, the parent(s)/guardian(s) and relevant members of the IEP team, as determined by the parent(s)/ guardian(s) and the local educational agency, (the MDR team) shall convene immediately, but not later than ten (10) school days after the date on which the disciplinary decision was made.

a. The MDR team shall determine whether the child's behavior was a manifestation of the child's disability.

b. A behavior will be considered a manifestation of the student's disability if:

i. The conduct was caused by, or had a direct and substantial relationship to, the child's disability; or

ii. The conduct was the direct result of the York County School Division's failure to implement the student's IEP.

3. If the behavior is a manifestation of the student's disability:

a. The student can be removed from the student's educational placement only through the IEP process or through placement in an interim alternative educational setting (IAES) as permitted by subsection C2 or through a court injunction; and

b. The IEP team shall conduct or review a FBA and BIP.

c. If the manifestation team determines that there was a failure to implement the student's IEP, York County School Division shall take immediate steps to remedy the failure.

4. If the manifestation team determines that the behavior of the student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to a student without a disability may be applied to the student with a disability in the same manner in which the procedures would be applied to a student without a disability. Education services must be provided and determined through the IEP process.

F. Parent Appeal

1. If the student's parent(s)/guardian(s) disagree with the determination that the student's behavior was not a manifestation of the student's disability, with any decision regarding placement under these disciplinary procedures or with the pattern determination, the parent(s)/guardian(s) may request an expedited due process hearing.

2. York County School Division may request an expedited due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others.

G. Placement During Appeals

1. The child shall remain in the interim alternative educational setting pending the decision of the special education hearing officer; or

2. Until the expiration of the time for the disciplinary period set forth in this section, whichever comes first, unless the parent(s)/ guardian(s) and York County School Division agree otherwise.

H. Expedited Due Process Hearing

1. York County School Division may request an expedited due process hearing if there is substantial evidence that maintaining the current placement for a student with a disability is substantially likely to result in injury to the student or others.

2. The parent(s)/guardian(s) may request an expedited due process hearing if the parent(s)/guardian(s) disagree with the manifestation determination, any decision regarding placement under this section or with the pattern determination.

Disposition Definitions

Student Conference: The first line of discipline is with the classroom teacher. Formal and informal conferences are held between the student and teacher. If problems become more serious, the administrator will hold a conference with the student in an attempt to improve behavior. Many times the student's

counselor will also be included in the conference. Where appropriate, the student may be given a warning that a particular behavior is unacceptable and that repetition of such behavior could result in more severe consequences. Parents/guardians will not necessarily be contacted before administrators discuss an incident with students who are directly involved or who are witnesses.

Parent/Guardian Contact: The most effective person in dealing with student discipline problems is the parent/guardian. Teachers, counselors and administrators will contact parents/guardians by phone or letter in an effort to keep parents/guardians informed of student conduct.

School Conference with Parent/Guardian: Parents/ guardians are encouraged to set up an appointment with any teacher, counselor or administrator to discuss their student's progress or problems. In the case of a suspension, a parent/guardian may be asked to come to school to reinstate the student.

Confiscation: Any student's property, which disrupts the learning environment, will be removed from that student's possession.

Restitution: The replacement of or payment for property lost, damaged, destroyed or stolen will be required. The Code of Virginia § 22.1-280.4 provides that the School Board may take action against a student or the student's parent(s)/ guardian(s) for any actual loss, breakage, destruction or failure to return property.

Detention (before school, lunch, after school, Saturday): Detaining a student for disciplinary reasons during non-instructional time. Detention requires a student to spend additional time at school or denies a student access to a class or activity. This is a method of discipline that may be employed by any teacher or administrator to keep a student beyond school hours in the hope of correcting inappropriate behavior. Parents/guardians must be notified, and detention generally should not exceed two (2) hours. Students may be assigned a detention on Saturdays for a maximum of four (4) hours.

Loss of Privilege to Ride a School Bus: This is a method of discipline, which may be employed by an administrator in the hope of correcting inappropriate behavior on the school bus. Parents must be notified when their child will not be permitted to ride the bus. If bus privileges are denied, parents are responsible for providing transportation to and from school.

Social Probation and Loss of Privilege to Participate in Academic Clubs or Athletics: This is a method of discipline employed by administrators as a consequence for inappropriate behavior and for Level 2, 3 or 4 violations of the conduct code. Length of exclusion from extracurricular activities, including academic clubs, graduation activities or athletic participation, may extend to the end of the academic year or longer.

Alternative to Suspension (ATS): ATS is a short-term removal from the classroom of less than one-half (1/2) school day that is not considered a suspension (ISS or OSS). During ATS, students will complete schoolwork in an isolated, supervised setting.

In-School Suspension (ISS): ISS is a short-term removal from the classroom of one-half (1/2) day or more. During ISS, students will attend school and complete schoolwork in an isolated, supervised setting. During this time, the student will be denied school privileges and participation in or attendance at school activities.

Short-Term Suspension of Students: A short-term suspension is any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten (10) days of school.

Making up Work: Students are responsible for the completion of their assignments and classwork during a short-term suspension. Students are allowed to make up all work and assignments, including, but not limited to, quizzes, research papers, essays, reports, projects, tests, and quarterly assessments for full credit.

Long-Term Suspension of Students: A long-term suspension is any disciplinary action whereby a student is not permitted to attend school for more than ten (10) school days but less than forty-six (46) calendar days. In accordance with state and federal regulations, students with disabilities who are suspended for greater than ten (10) days constitutes a change in placement and requires a manifestation determination review (MDR).

A student under any out-of-school suspension is not to enter onto any YCSD property or bus in York County nor is he/she to participate in or attend a school-sponsored activity in which a York County school is utilized. To do so is considered trespassing. This includes York County Parks and Recreation activities occurring on School Division property.

Long-Term Suspension for Aggravating Circumstances: A long-term suspension may extend longer than forty-five (45) calendar days if a student's

conduct represents aggravating circumstances, as defined by the Virginia Department of Education. Aggravating circumstances includes: (1) 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 (2) 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 (3) 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 on the student's disciplinary record. Long-term suspension of a student for more than forty-five (45) calendar days for aggravating circumstances can be applied by the division superintendent or the School Board.

Expulsion

An expulsion is any disciplinary action imposed by the School Board 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 the expulsion.

A student with a disability may be recommended for expulsion only after an IEP committee has determined through a MDR that the misconduct was not caused by, or directly and substantially related to, the student's disability.

Expulsion of Students under Certain Circumstances

In compliance with the federal Improving America's Schools Act of 1994 (Part F – Gun Free Schools Act of 1994) and the Code OF Virginia § 22.1-277.07, the School Board shall expel from school attendance for a period of not less than one (1) year any student whom the School Board has determined, in accordance with the procedures set forth in this article, to have possessed a firearm on school property, or at school-sponsored activities as prohibited by § 18.2-308.1 of the Code of Virginia; to have possessed a firearm or destructive device as defined in subsection E of the Code of Virginia, a firearm muffler or firearm silencer, or a pneumatic gun as defined in subsection E of § 15.2-915.4 of the Code of Virginia on school property, or at school-sponsored activities. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. The School Board may expel from school attendance for a period of not less than one (1) year any student whom the School Board has determined to have possessed a firearm in a vehicle on school property, or at school-sponsored activities in accordance with § 18.2-308.1 of the Code of Virginia. Nothing in the Code of Virginia § 22.1-277.07 shall be construed to require a student's expulsion regardless of the facts of the particular situation.

Expulsion of Students for Certain Drug Offenses

The School Board shall expel from school attendance any student whom the School Board has determined, in accordance with the procedures set forth in the Code of Virginia § 22.1-277.08, to have brought a controlled substance, imitation controlled substance, or marijuana as defined in § 18.2-247 onto school property or to school-sponsored activities. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. Nothing in the Virginia code section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

Procedures for Handling Alcohol, Tobacco, and Marijuana Violations

Middle and high school students with a first offense for being under the influence, possession, and/or use of Alcohol, Tobacco (includes vaporizer-based devices), and/or marijuana (includes synthetic cannabinoids, imitation controlled substances, and drug paraphernalia):

- Level II – III Consequence depending on the severity of the offense
- School-based staff will provide referral information for community-based services for a professional assessment and intervention program (voluntary participation at parent expense)
- Depending on the severity and impact of the offense, school staff may issue 45 calendar days of social probation (includes weekends and

division breaks) / loss of privilege to participate in extracurricular activities including academic clubs, athletics, and school dances

Second offense violations for being under the influence, possession, and/or use of Alcohol or Marijuana (includes synthetic cannabinoids, imitation controlled substances, and drug paraphernalia), will result in a ten (10) day out-of-school suspension with a recommendation for long-term suspension.

Discipline/Administrative Hearing

As defined by the Virginia Department of Education, a discipline hearing is an opportunity for a review of facts known about an alleged incident. It is an opportunity to learn more about the incident and to address any information that the parent/guardian or student believes is inaccurate. Discipline hearings are the only administrative avenue for exercising due process rights. If parents/guardians fail to take part in hearings, they may waive their opportunity to be heard and to appeal decisions they may disagree with. Discipline hearings are required for certain violations of the student code of conduct or can be initiated if a school principal makes a recommendation for long-term suspension or expulsion.

The hearing officer may make a decision at the end of the hearing or wait to send the decision in a written format. Per the Code of Virginia, while the decision may be shared verbally, the hearing officer is required to send the final decision in writing.

A review of a 10-day or more suspension with a recommendation for long-term suspension, alternative placement, or possible expulsion may be conducted by the division superintendent or the hearing officer. During the hearing, an assessment of the facts will be completed regarding the recommendations made by the school's administrators. Thereafter, any recommendation for expulsion shall be forwarded to the School Board in accordance with the policies contained herein.

Appeal Process for Long-Term Suspension Issued by the Hearing Officer

A review of a long-term suspension may be requested of the superintendent or his designee in writing with five (5) days of receipt of the hearing officer's written decision. Thereafter, the decision of the superintendent or his designee may be appealed further to the School Board in writing within five (5) days of receipt of the superintendent's decision. The School Board has the ability to increase or decrease the consequence.

Recommendations for Possible Expulsions

All recommendations for expulsion require a formal hearing before members of the school board. Parents/guardians must receive written notice that a recommendation for expulsion has been made regarding a student. An administrative hearing will be held by the superintendent or his designee to further assess the recommendation made by the school principal prior to the recommendation for expulsion being forwarded to the School Board for formal action. A parent/guardian must receive written notice that the School Board will thereafter consider expulsion. This notice will include the date, time, place of the hearing and the specific charges. The student and his/her parent/guardian (or a legal representative) has the right to call witnesses, question school officials, and present information on behalf of the student.

Disciplinary Authority of School Boards under Certain Circumstances

Per the Code of Virginia, § 22.1-277.2:1, A school board may, in accordance with the procedures set forth in this article, require any student who has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (ii) found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) found to have committed a serious offense or repeated offenses in violation of school board policies; (iv) suspended pursuant to § 22.1-277.05; or (v) expelled pursuant to § 22.1-277.06, 22.1-277.07, or 22.1-277.08, or subsection C of § 22.1-277, to attend an alternative education program.

A school board may require such student to attend such programs regardless of where the crime occurred. School boards may require any student who has been found, in accordance with the procedures set forth in this article, to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of school board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the

evaluator and with the consent of the student's parent, to participate in a treatment program.

A school board may adopt regulations authorizing the division superintendent or his designee to require students to attend an alternative education program consistent with the provisions of subsection A after (i) written notice to the student and his parent that the student will be required to attend an alternative education program and (ii) notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the division superintendent or his designee regarding such placement. The decision of the superintendent or his designee regarding such alternative education placement shall be final unless altered by the school board, upon timely written petition, as established in regulation, by the student or his parent, for a review of the record by the school board.

Per Virginia Code (§ 22.1-279.4) school boards are required to provide information developed by the office of the Attorney General to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes.

Law Enforcement and Student Conduct

Law enforcement officials will be permitted to question students while they are under the authority of the school. The following provisions will be met:

- Parents or guardians will normally be notified of requests to interview students to allow parents/ guardians to be present, unless other-wise requested by law enforcement.
- If the interview occurs at school, a school administrator may be present at the request of the student, parent/guardian or law enforcement. In these situations, the school administrator will serve in a supportive but non-advisory role.
- Information derived from questioning will be kept in strict confidence by school officials unless legal procedures will require otherwise.
- Students are not to be released into the custody of others without establishing the fact that the person assuming custody is the parent, legal guardian, a person designated by same, or law enforcement official.

Searches and Seizures

Lockers and other storage facilities are the property of the school board and are lent to the student for his/her use during school hours. School officials have the authority to open and inspect all storage spaces.

School officials also have the right to search any student and/or a student's personal effects (e.g., purse, book bag) when there is 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. Such searches will be conducted by the administration with another person present. Daily searches of student belongings, clothing, and/or personal effects are permissible with written approval from the legal care giver. These situations should be limited to the implementation of a student specific safety plan that has been developed by a school-based team with family involvement.

Per Virginia Code (§ 19.2-59.1) school officials will not conduct strip-searches of students for any reason. Students may be asked to remove or shift some articles of clothing to permit a visual inspection. Students may be required to remove coats, jackets, hats, shoes, sweaters, or pull-overs (hoodies, vests, etc.) if these items are worn over clothing articles not considered an undergarment. If students are requested to remove clothing articles for a visual search, the search must be conducted in private by at least two (2) school officials of the same biological sex as the student. More extensive searches of students will be referred to a law enforcement officer.

The school administration has the authority to conduct routine patrols of student parking lots. Automobile on school property are subject to search whenever a school administrator has reasonable suspicion to believe that illegal or unauthorized materials are contained in or on an automobile.

Random searches may be conducted on school property using metal detectors or dogs capable of detecting drugs, bombs and firearms. These searches may be conducted by school administrators or by law enforcement officers in coordination with school administrators. Canines shall not be used to search students.

Weapons of any nature on school property or at school functions are prohibited by policy and state law. The school administration has the authority to use

stationary or mobile metal detectors to ensure that weapons and other dangerous objects are not brought onto school property or to school-sponsored functions.

School authorities may seize any illegal, unauthorized or contraband items or materials discovered on school grounds. Illegal or contraband materials shall be turned over to the proper legal authorities for ultimate disposal.

Voluntary Surrender of Inappropriate Items

If a student discovers something in his or her possession which is not permitted at school, that student should immediately report it to an administrator or other staff. Staff responsible for initiating follow-up action shall take into account that the student voluntarily brought the matter to the attention of the staff.

Video Surveillance

Video surveillance equipment will be used to monitor security and student behavior in high traffic areas of the schools or on school buses. Surveillance equipment may or may not be monitored at any time. Video recordings may be used for disciplinary purposes. Law enforcement representatives may view video recordings pertaining to criminal investigations.

Per federal regulation (FERPA - 20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 "Education Record) a photo or video recording may be considered an educational record if the image directly relates to the student. Directly related situations consist of:

- The school used the video for a disciplinary action (includes the perpetrator and victim)
- The video or image depicts an activity that occurred on school property or at a school sponsored event that directly related to the student (medical situation, physical interaction with another student or staff member, etc.)

Per FERPA guidelines, an eligible student or parent/guardian have the right to view video footage that directly relate to their child. Parents or eligible students must request to inspect the video record and school officials are allowed 48 hours to obtain and secure the requested footage. In some cases, the eligible student and or parent may be directed to the Office of Student Services or the Office of Safety and Security to view video footage. Copies of retrieved video footage are not generally provided if the record contains images of other students.

Requests to retain or preserve video footage beyond 30 days or more after the date of the incident may not be available due to prescribed retention parameters.

Behavioral Threat Assessments and Removals from School Pending the Results of a Clinical Risk Assessment

Virginia Code (22.1-79.4) requires the superintendent of every public school in the Commonwealth to establish policies and procedures for the establishment of school threat assessment teams. School threat assessment teams' must shall include persons with expertise in counseling, instruction, school administration, and law enforcement and, in the case of any school in which a school resource officer is employed, at least one such school resource officer.

The Division Threat Assessment Oversight Committee consists of individuals with expertise in human resources, education, school administration, mental health, and law enforcement. The Director of Student Services serves as the Superintendent's designee and chair of the committee.

If a threat assessment team rates a student as a high or imminent risk of harm to others, the Director of Student Services is authorized to temporarily remove the subject from the school setting pending the completion of a clinical risk assessment by a trained professional. A safety and re-entry plan must be developed and implemented before the student can return to the school setting.

A parent/guardian has the right to inspect and review a threat assessment document. The document must be redacted to remove identifying information of the referring student and/or targets of the threat assessment. School officials are allowed 72 hours to review a threat assessment prior to allowing a parent to inspect the record.

School Board Policy GBA/JFHA: Prohibition against Harassment and Retaliation

The County School Board of York County, Virginia is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age,

marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity. The Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on protected group status at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division shall:

- promptly investigate all complaints, written or verbal, of harassment based on protected group status at school or any school sponsored activity;
- promptly take appropriate action to stop any harassment;
- take appropriate action against any student or school personnel who violates this policy; and
- take any other action reasonably calculated to end and prevent further harassment of school personnel or students.

Per US Department of Education Title IX regulations, students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

The Title IX Coordinator may be contacted at titleixcoordinator@ycsd.york.va.us.

The link to the entire policy is: http://go.boarddocs.com/vsba/ycsd/Board.nsf/goto?open&id=B44US966CA43

Policies GBA/JFHA - Prohibition Against Harassment and Retaliation; JFHA/GBA - Prohibition Against Harassment and Retaliation; and GAD - Digital Communication Policy have been updated by the School Board to clarify what constitutes retaliation, who to contact regarding complaints of retaliation, and when restrictions on digital communications with parents/guardians may be implemented. These revised policies can be accessed on BoardDocs.

York County School Division

302 Dare Rd.
Yorktown, Virginia 23692

REPORT IT

YCSD students, parents and staff members have a collective responsibility to report incidences of misconduct, such as threats, bullying, discrimination and/or harassment, to the York County School Division.

Tell a **trusted adult**

Call the YCSD Hotline at **757-890-5000**

Report on the **YCSD App** or **yorkcountyschools.org/ReportIt**

Choose the reporting method that works best for you!

All reports made are confidential. Reports are retrieved and investigated daily (calls and forms submitted after 5 p.m. will be reviewed by 8 a.m. the next business day).

The York County School Division does not discriminate on the basis of race (Title VI), color, religion, national origin, veteran status, sex, gender (Title IX), age or disability (Section 504), or any other protected class in its educational programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. The following positions have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator
Chief Human Resources Officer
302 Dare Road
Yorktown, VA 23692
757-898-0349

Section 504/ADA Coordinator
Director of Student Services
302 Dare Road
Yorktown, VA 23692
757-898-0455

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