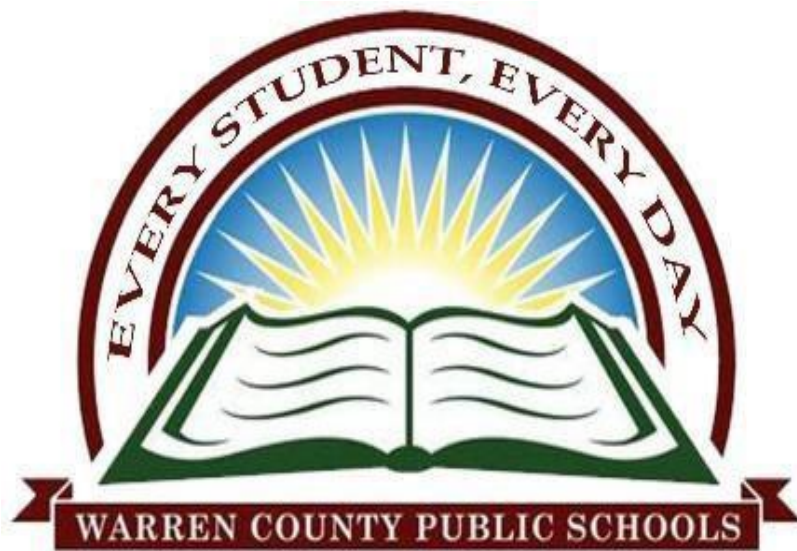


Warren County Public Schools

Required Annual Notifications Acknowledgments and Permission Forms

Student Code of Conduct



2023-2024

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**Warren County Public Schools
Acknowledgments and Permissions Form
2023-2024**

I am the parent of the below named student, or the “eligible student,” and by my signature, I acknowledge that I have received a copy of the required annual notifications and permission forms and have responded to the items requiring my permission in accordance with my wishes.

Student’s Name _____ School _____

Student’s Grade Level _____

1. Parental Responsibilities and Involvement Requirement
By signing this Statement of Receipt, I do not waive or abdicate, but do expressly reserve, any rights protected by the constitutions or laws of the *United States* or the *Commonwealth of Virginia*. I further understand that I have the right to express disagreement with the school’s or school division’s policies or decisions.
2. Compulsory Attendance
3. Availability of Policy Manual Notice - (The complete text of all annual notification topics can be found in the Warren County School Board Policy Manual.)
4. Directory Information
5. Equal Educational Opportunities/Nondiscrimination
6. Guidance & Counseling Programs – Annual Notification
7. Management of Student Records Annual Notice
8. Rights under the Protection of Pupil Rights Amendment (PPRA)
9. Student Code of Conduct
10. School Bus Rider Safety Rules

Date

Signature of Parent/Guardian

Signature of Eligible Student¹

¹ An “eligible student” is a student 18 years or older

**Warren County Public Schools
Publication Permission Slip
2023-2024**

Please return this form to the principal's office.

The faculty and staff of Warren County Public Schools would like to recognize and share your child's academic achievement and participation in school-sponsored activities. If you **do not** want your child's name, photograph, or work displayed, please check one or more of the following:

No, you may not use my son/daughter's:

_____ Name _____ Grade Level _____

_____ Photograph

_____ Work (artwork, stories, web pages, etc.)

Parent's Signature _____ Date _____

Parent/Guardian Name (Please Print) _____

Eligible Student's Signature _____ Date _____

Warren County Public Schools
Permission to Share Contact Information with Special Education Advisory Committee

ATTENTION PARENTS OF STUDENTS WITH DISABILITIES

The Warren County Special Education Advisory Committee (SEAC) serves as an advisory committee to our School Board regarding the education of students with disabilities, as set forth by state regulations. It is also a resource of information and support for our community. Parents of students with disabilities are encouraged to attend meetings and become involved in the committee.

SEAC plans to meet at least four times during the 2023-2024 school year. By signing and returning this form, you will be placed on a contact list that informs you when our meetings will occur and about other events that may be of interest. For more information about SEAC, please refer to the Special Services page on the Warren County Public Schools website, or call the Special Services Office at 540-635-2725.

Please indicate below if and how you would like to be contacted by SEAC:

- I do not want to be contacted.
- YES, please contact me. I will indicate how to be contacted below:
 - Please contact me by email, my email address is: _____
 - Please contact me by phone, my phone number is: _____
 - I wish to be contacted by U.S. mail. My mailing address is:

Parent/Guardian Signature: _____

Parent/Guardian Name (printed) _____

Student Name: _____ Student Number (if known) _____

School Child Attends: _____

School Counseling Programs

Warren County offers School Counseling Programs in all our schools. Our goal is to assist our students to be academically and socially successful in school. We would like you to know about the services that are available for your child and for you. At the elementary level (grades K-5) the following services are available:

- Individual Counseling: for academic, career, and social concerns.
- Group Counseling: focused in a specific area of need; there is always separate parental permission for this counseling service.
- Classroom Lessons/activities: with a focus on prevention of problems, the counselor is in each classroom five to ten times a year for half-hour sessions on topics such as careers, anger management, peer relations, friendships, conflict management, decision making, and study skills. Parents may review any of the materials used by contacting the counselor.

The following services are available at the secondary level (grades 6-12):

- Academic Counseling: Assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies and monitor progress, to arrange and interpret academic testing and to seek post-secondary academic opportunities.
- Career Counseling: Helps students acquire information and plan action about work, jobs, apprenticeships, post-secondary education, and career opportunities.
- Personal/Social Counseling: Assists student to develop an understanding of self, the rights and needs of others, how to resolve conflict and to define individual goals reflecting their interests, abilities, and aptitudes. Counseling may be provided either (i) in groups, in which generic issues of social development are addressed, or (ii) through structured individual or small group counseling sessions focused on the specific concerns of the participant(s) (e.g., divorce, abuse, or aggressive behavior).

If you DO WANT your child to receive counseling services and be part of classroom guidance, please keep this form at home,

----OR----

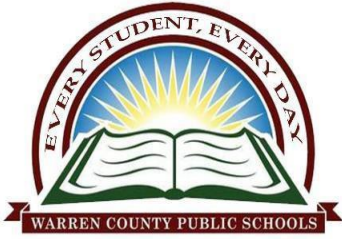
If you DO NOT WANT your child to receive counseling services at school, please sign below and return this form to your child's teacher.

_____ My child **MAY NOT** participate in the guidance and counseling program during the current school year.

Child's name _____ School Year _____

Child's homeroom/first period teacher _____ Grade _____

Signature of Parent _____ Phone _____ Date _____



Warren County Public Schools

Special Services

465 W. 15th St., Ste. 500

Front Royal, VA 22630

Phone (540) 635-2725

Fax (540) 635-3001

www.wcpsva.org

OFFICE OF THE DIRECTOR,
SPECIAL SERVICES

OPT OUT NOTIFICATION

Student Name _____ DOB _____ School Year _____

School _____ Grade _____ Teacher _____

As the parent/guardian of the above named student, I do not wish for my student to participate in _____
Curriculum/Program
I understand that I may change my mind at any time and
will do so in writing.

I understand that this request is for the current school year only. This form may be submitted each school year.

Parent/Guardian Name

Parent/Guardian Signature

2023-2024 LETTER TO HOUSEHOLDS

Food Service Department Information - 2023-2024 School Year

Dear Parent or Guardian:

We are pleased to inform you that all locations of the Warren County Public Schools will be implementing a new option available to schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for school year 2023-2024.

What does this mean for you and your children attending the school(s) identified above?

Great news for you and your students! All enrolled students of the Warren County Public School district are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the 2023-2024 school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application.

Can my student purchase additional items?

Extra food and beverages are available for purchase, if students have money on their account. Some of our most common items are Extra Entrée \$2.00; Extra Fruit/Veggie \$1.00; Ice Cream \$1.00; Milk \$1.00; Chips \$1.00; Water \$1.00.

How can I add funds to my students account?

You can add money to your students' account by visiting www.myschoolbucks.com. If you have questions or need help, please contact us.

Sincerely,

Warren County Public Schools Food Service Department
540-631-0040

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address,

telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

Fax:

(833) 256-1665 or (202) 690-7442; or

Email:

program.intake@usda.gov

This institution is an equal opportunity provider.

Parent Access (PowerSchool)

Parent Access allows parents and students to log into PowerSchool and view grades, SOL scores, interims, report cards, attendance, and to update demographics. It also displays homework, tests, quizzes, and assignments for each subject. Other features of Parent Access are summaries of current grades and assignments, detail report showing assignment scores for each class, detail report of attendance, and school announcements. Parents can set up the frequency of email notifications and change the method of phone, email, and text notifications through School Messenger. Please contact your child's school to receive your child's web ID and password to enroll in this program. Once you have enrolled, you can also opt-in to receive specific notifications for text messaging by texting Y or Yes to 67587 from your cell phone if you have provided your cellphone number as part of the contact information when enrolling your child.

PowerSchool Mobile App - is a free mobile app that can be downloaded to view your child's information on your cell phone. The app is PowerSchool, and the district code is BJTT, or you can search for the code by entering Warren County, Virginia. This app also has information regarding grades and attendance.

Parental Responsibility and Involvement Requirements *Code of Virginia §Section 22.1-279.3*

- A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the Student Code of Conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. A school board shall provide opportunities for parental and community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section and (ii) a copy of the school board's Student Code of Conduct; and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by

signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia and that a parent shall have the right to express disagreement with the school's or school division's policies or decisions. Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's Student Code of Conduct, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.

- D. The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or designee to review the school board's Student Code of Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.
- E. In accordance with the due process procedures set forth in this article and the guidelines required by §22.1-279.6, the school principal or the principal's designee shall notify the parents of any student who violates a school board policy or compulsory school attendance requirements when such violation is likely to result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior; and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations district court may be filed under certain circumstances to declare the student a child in need of supervision.
- F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or designee determines that readmission, without parent conference, is appropriate for the student.
- G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:
- If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D, to review the school board's Student Code of Conduct and the parents responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or
 - If the court finds that the parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student, his parent, or both, to participate in such programs or such treatment, including but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or

mentoring program, as appropriate or that the student, his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.

- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G.2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

Asbestos

Each school division must annually notify parents, employees and other building occupants about asbestos inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress according to Federal AHERA (Asbestos Hazardous Emergency Response Act) requirements. (40 C.F.R.763.84, 763.85.)

On January 12, 2023, Mr. Ben Sawyer of Winchester Environmental Consultants, Inc. (WECI) conducted the prescribed 6-month Periodic Surveillance Inspection of the Warren County Public School facilities according to AHERA guidelines. The purpose of this inspection was to satisfy the AHERA requirements identifying any change in condition of asbestos containing building materials.

The Warren County Public School facilities had no change in friable asbestos materials. Full reports have been issued and can be viewed by contacting the Director of Facilities, Warren County Public Schools, 622 North Commerce Avenue, Front Royal, VA 22630. Phone (540) 631-0040.

Child Nutrition Programs Policy EFB: School Meals and Snacks

The Warren County School Board recognizes that students need adequate, nourishing food in order to learn, grow, and maintain good health. Foods sold to students during regular school hours on school premises will be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease; prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits; and served in age-appropriate quantities and at reasonable prices. Meals and snacks offered as part of the National School Lunch Program or the School Breakfast Program meet, at a minimum, the requirements established by state and federal law and regulation.

Unpaid Meal Charges

For the 2023-2024 school year, breakfast and lunch meals are offered at no cost to students. Snacks and/or ala carte items are not allowed to be charged. A student carrying a negative balance is not permitted to purchase snacks or ala carte items. USDA regulations, charging by adults is not permitted at any time. Any adults wanting to purchase a meal or a la carte items must have money on their meal account or money in hand at the time of purchase. If an adult is eating with their child, they may not charge their adult meal on the child's account if the child does not have a positive account balance to cover the cost.

Notice of low or negative balances in a student's meal account are sent to parents and the school principal. Parents are expected to pay all meal charges in full by the last day of the school year. A low balance notification (\$4.20 or below) and a negative balance call will go out to a student's home phone on Tuesday and Sunday evenings to make parents/guardians aware of their student's account balance. After three attempts are made to collect the debt, the nutrition department will partner with the student's principal to collect the debt. Students who transfer out of Warren County Public Schools or are graduating should pay all meal debt prior to their last day of attendance.

Payment

School cafeterias will accept a check or cash. If you would like to add money to your student's meal account using a debit or credit card, you may go online at <https://www.myschoolbucks.com> to set up an account for your children. With this account, you can view the balance on your child's account as well as their daily purchases. There is no charge to set up or view the account. There is a \$2.50 fee to utilize the credit card prepayment. Payments are deposited into accounts several times during the day.

Non-Sufficient Funds/Returned Checks

Upon receiving a non-sufficient funds check, the account holder is called. A \$5 fee is added to the amount due. An opportunity to pay the check amount by a specified date with cash, money order, or cashier's check is offered. Payment can be made in person or mailed to 622 North Commerce Avenue, Front Royal, VA 22630. If the check is not paid by the specified date, a letter will be mailed stating the amount owed with a final due date. If the full amount is not paid by that date, the Food Service Office will charge the amount back to the child's account and will no longer accept checks from the account holder.

Any money left on a student's meal account at the end of the school year will carry over to the next school year. If a student transfers out of Warren County Public Schools or graduates, the money left on their meal account can be refunded to the parent/guardian or can be transferred to another student that attends Warren County Public Schools. For students no longer enrolled with Warren County Public Schools, at least one attempt will be made by the nutrition department to remind parents/guardians that their child has a positive meal account balance. If the balance goes unclaimed after one year from the date of the last transaction on the account, the balance will be transferred to the meal debt program to be used to pay off delinquent and/or bad meal debt.

If we can assist in filling out an application, or if you have questions, please feel free to contact Child Nutrition Services Department at (540) 631-0040 ext. 2.

Grading Policy **Policy IGA-R: Instructional Priority Objectives**

Beginning with the 2023-2024 school year, revisions made to the WCPS grading policy will go into effect. Students and parents need to be aware of the following changes. For more detailed information regarding grading procedures, see policy IGA-R.

- Credit will only be given for assignments that are attempted. No credit (0 points/percentage) will be awarded for assignments that are not attempted.
- Grades are to be distributed by the following categories:
 - **Summative** (e.g., tests, quizzes, projects, writing assignments) equals 70% of a student's overall course grade.
 - **Formative** (e.g., classwork, homework, benchmarks) equals 30% of a student's overall course grade.

When returning to school from an absence, it is the responsibility of middle and high school students to find out what information and work were missed and to schedule make-up sessions with the teacher, if needed.

Compulsory Attendance Procedures

Policy JED: STUDENT ABSENCES/EXCUSES/DISMISSALS *(Code of Virginia, § 22.1-254.)*

I. Student Attendance Policy

This policy addresses student attendance requirements and school attendance procedures. Student attendance is a cooperative effort among parents/guardians, students, and the school. The School Board involves parents/guardians and students in accepting the responsibility for good attendance.

Warren County Public Schools recognizes that when a student misses a day of school, they miss the opportunity to learn on that given day. Regardless of the reason a student is absent, the absence will count toward the student's chronic absenteeism rate for the school year and can impact their eligibility to participate in extracurricular activities.

Each parent/guardian of a child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law. ([VA Code §22.1-254](#)) Students shall attend school for a full day unless excused by the principal or principal's designee.

II. Procedures

- **Notification of Absence**

Parents/guardians of students who are absent should inform the school of the reason for the absence on the morning of the absence. If the parent/guardian has not previously contacted the school regarding the absence, the parent/guardian must notify the school of the reason for the absence no later than the date the student returns to school.

Parents/guardians of students who do not report an absence to the school will be contacted by school personnel to verify the absence. School personnel may request a note from a licensed medical provider after a total of 5 school days are missed due to illness.

Each day a student is absent counts towards their overall absenteeism rate. The school keeps track of why a student is absent as required by the Virginia Department of Education, state law and regulation. Regardless of the reason these days still count in their overall attendance rate.

Parents may refer to the Instructional Priorities Policy (IGA-R) for student make-up work and missing work procedures.

- **Documentation of Student Absences**

School staff records the student's absence for each day as "excused" or "unexcused".

Requests for pre-approved absences should be made in writing by the parent/guardian and should state the date and reason for the absence. Such requests must be approved in advance by the principal.

- When a pupil has been absent for 15 consecutive days or more the student shall be dropped from the enrollment and marked "withdrawn".

III. Definitions

- **Excused absences.** Students should attend school for the full day unless excused by the principal or designee. There are circumstances that may prevent a student's attendance in school.
 - i. Principals shall excuse students who are absent for the following reasons:
 - I. Personal illness
 - II. Family emergency/death in the family
 - III. Medical or dental appointments
 - IV. Court appearances or legal obligations
 - V. Religious Holiday (defined by §22.1-254)
 - VI. Military obligations
 - VII. Civic Engagement Activity
 - VIII. Suspensions
 - IX. High School to Work Partnerships (defined by §22.1-227.1) (For a student to receive a credit through Work Based Learning their job must correlate with a current CTE class they are taking.)
 - X. 4-H educational program or activity - a maximum of one school day per academic year for participation in a 4-H educational program or activity; no credit will be provided for a student whose participation in a 4-H educational program or activity occurs during scheduled Standards of Learning assessments or during any period of time that the student is suspended or expelled from school; the student's principal or assistant principal may request a representative of 4-H to provide documentation of a student's participation in order for the student's absence to be excused
 - XI. Tribal nation activity - subject to guidelines established by the Virginia Department of Education, students who are members of a state- or federally-recognized tribal nation that is headquartered in Virginia shall be granted one excused absence per academic year to attend such nation's pow wow gathering provided that the student's parent provides the student's school advance notice of the absence in the manner required by the school.

The superintendent's regulations include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations ensure that a student is not deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reason of such absence, if the absence is verified in an acceptable manner.

- **Unexcused absences.** An unexcused absence is an absence where the student misses their scheduled instructional school day in its entirety and no indication has been received by school personnel that the student's parent/guardian is aware and supports the absence.

The school administration may change an unexcused absence to an excused absence when it determines that the parent/guardian has provided an acceptable reason for the student's absence or there are extenuating circumstances.

Early intervention with the student and parent/guardians takes place for repeated unexcused absences.

The superintendent, by regulation, establishes procedures for appropriate interventions when a student engages in a pattern of absences for less than a full day, the explanation of which, if it were a full-day absence, would not be an excused absence.

IV. Intervention processes for unexcused absences.

- The following intervention steps shall be implemented to respond to unexcused absences from school and engage students in regular school attendance.

1. Upon the fifth unexcused absence

- a. The school principal or designee shall make a reasonable effort to ensure that direct contact is made with the parent. The parent shall be contacted in a face-to-face conference, by telephone, or through the use of other communication devices.
- b. During the direct contact with the parent and the student (if appropriate), reasons for nonattendance shall be documented and the consequences of nonattendance explained. An attendance plan shall be made with the student and parent or parents to resolve the nonattendance issues.
- c. The student and parent may be referred to a school-based multi-disciplinary team for assistance implementing the attendance plan and case management.

2. Upon the seventh unexcused absence

- a. The school principal or principal's designee shall schedule a face-to-face attendance conference, or an interaction that is conducted through the use of communication technology. The attendance conference must be held within 10 school days from the date of the 10th unexcused absence.
- b. The principal or principal's designee shall make reasonable efforts to contact the student's parent or parents to attend the attendance conference either in person or via communication technology.
- c. If the principal or principal's designee, after reasonable efforts have been made, is unable to contact the student's parent, the conference shall be held regardless of whether the student's parent approves of the conference. The conference shall include the principal or principal's designee and a representative from the school based attendance multi-disciplinary team.

3. Request to suspend student's driver's license

- a. Upon receipt by the juvenile and domestic relations district court within whose jurisdiction the minor resides of a petition from the principal, or his designee, of any public school in the Commonwealth that any person who is less than 18 years old and attending that public school has had 10 or more unexcused absences from school on consecutive school days, the court shall give notice and opportunity for the minor to show cause why his driver's license should not be suspended.
- b. Upon failure to show cause for the license not to be suspended, the court may suspend the minor's driver's license for any period of time, until the minor is 18 years old.

• Attendance Monitoring

1. The multi-disciplinary team shall monitor the student's attendance and, as necessary, meet again to address concerns and plan additional interventions if the student's attendance does not improve.

2. A record shall be maintained of each meeting that includes the attendance plan, the name of individuals in attendance at each conference meeting (including via telephone or electronic devices), the location and date of the conference, a summary of what occurred, and follow-up steps.

- **Noncompliance**

1. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the student is resisting parental efforts to comply with compulsory attendance requirements, the school principal or principal's designee shall make a referral to the attendance officer.
2. The attendance officer shall schedule a conference with the student and the student's parent or parents within 10 days of receiving the referral. The attendance officer may
 - a. File a complaint with the juvenile and domestic relations district court alleging the student is a child in need of supervision as defined in § 16.1-228 of the Code of Virginia or
 - b. Institute proceedings against the parent pursuant to § 18.2-371 or 22.1-262 of the Code of Virginia. In addition to written documentation of the efforts to comply with the notice provisions of § 22.1-258 of the Code of Virginia, all records of intervention regarding the student's unexcused absences, such as copies of the conference meeting notes, attendance plan, and description of the supports offered or made available to the student shall be presented to the intake worker.
3. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this policy.

In the event that both parents have been awarded joint physical custody pursuant to Va. Code § 20-124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.
4. An attendance officer, or a division superintendent or the superintendent's designee when acting as an attendance officer pursuant to Va. Code § 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Va. Code § 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228.

V. Attendance Reporting

Student attendance is monitored and reported as required by state law and regulations. At the end of each school year, each public school principal reports to the superintendent the number of pupils by grade level for whom an unexcused absence conference was scheduled. The superintendent compiles this information and provides it annually to the Superintendent of Public Instruction.

VI. Dismissal Precautions

Principals or designees, do not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students are released only on request and authorization of parent/guardian. The superintendent provides procedures for release of pupils who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system is maintained in each school.

Directory Information Policy JO: Student Records

The Warren County School Board notifies parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that he or she does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice.

No school discloses the address, telephone number, or email address of a student pursuant to the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a)(11) unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible student has not opted out of such disclosure in accordance with Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

Parents and eligible students may not use the right to opt out of directory information disclosures to 1) prevent disclosure of the student's name, identifier, or institutional email address in a class in which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

If you do not want Warren County Public Schools to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school in writing within fifteen (15) days of enrollment. Warren County Public Schools has designated the following information as directory information: student's name and address; telephone number (for military recruiters only); participation in officially recognized activities and sports; weight and height of members of athletic teams; and degrees, honors, and awards received.

Eating Disorders Awareness 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 that 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 that he/she has a problem or keeps the issues secret. Parents/guardians and 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. If you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider or school nurse.

Equal Educational Opportunities/Non-Discrimination Policy JB

Equal educational opportunities shall be available for all students, without regard to sex, sexual orientation, race, creed, color, national origin, gender, gender identity, ethnicity, religion, disability, ancestry, marital or parental status or any other unlawful basis. Educational programs shall be designed to meet the varying needs of all students.

The School Board

- provides facilities, programs and activities that are accessible, usable and available to qualified persons with disabilities;
- provides a free, appropriate education, including non-academic and extracurricular services to qualified persons with disabilities;
- does not exclude qualified persons with disabilities, solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- does not discriminate against qualified persons with disabilities in the provision of health, welfare or social services.

Questions regarding this policy should be directed to the Director of Human Resources, Warren County Public School at 210 North Commerce Avenue, Front Royal, VA 22630, phone (540) 635-2171.

Graduation Requirements and the Virginia Assessment Program Policy IKF

The Board of Education has established educational objectives known as the Standards of Learning (SOLs), which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The Warren County School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education.

Warren County School Board awards diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit

of credit in that course in accordance with 8 VAC 20- 131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary. Any student identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Homeless Children Policy JECA: Admission of Homeless Children

The Warren County School Board is committed to educating homeless children and youth. Homeless children and youth are not to be stigmatized or segregated on the basis of their status as homeless. The school division coordinates the identification and provision of services to such students with relevant local social services agencies and other agencies and programs providing services to such students, and with other school divisions as may be necessary to resolve interdivisional issues.

The Warren County School Division serves each homeless student according to the student's best interest and will:

- continue the student's education in the school of origin for the duration of homelessness
- if the student becomes homeless between academic years or during an academic year; or
- for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- enroll the student in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of a homeless student, the Warren County School Board:

- presumes that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- considers student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the youth;
- if, after conducting the best interest determination based on consideration of the presumption and the student-centered factors above, the Warren County school division determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provides the student's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian or unaccompanied youth, including information regarding the right to appeal; and in the case of an unaccompanied youth, ensures that the division homeless liaison assist in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such

youth of the right to appeal.

For additional information, contact the Director of Special Services or view policy JECA on our website.

Management of Student Records Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- I. The right to inspect and review the student’s education records within 45 days after the day the school division receives a request for access. Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- II. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask Warren County Public Schools to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school division decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- III. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the division as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor or consultant who, while not employed by the school, preforms an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, a student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
- IV. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school division to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Parent and Family Engagement Policy IGBC

The Warren County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Warren County School Board endorses the parent and family engagement goals of Title I (20 U.S.C. § 6318) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the Warren County School Board cultivates and supports active parent and family engagement in student learning. The Warren County School Board:

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, the Reading First program, Early Reading First program, Even Start program, and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- implements strategies to involve parents in the educational process, including, keeping families informed of opportunities for involvement and encouraging participation in various programs and providing access to educational resources for parents and families to use with their children
- keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs
- enables families to participate in the education of their children through a variety of roles.

For example, family members may

- provide input into division policies
- volunteer time within the classroom and school program
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- performs regular evaluations of parent involvement at each school and in the division
- provides access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provides information in a language understandable to parents

In addition, for parents of students eligible for English learner programs, the School Board informs such parents of how they can be active participants in assisting their children

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Policy Manual and Regulations Policy BF: Board Policy Manual

The School Board is guided by written policies that are readily accessible to the Board, division employees, students, parents, and citizens. All division policies are reviewed at least every five years and revised as needed.

A current copy of all division policies and regulations approved by the School Board are posted on the division's website and are available to employees and the public. Printed copies of the policies and regulations are available as needed to citizens who do not have online access. The superintendent ensures that an annual announcement is made at the beginning of the school year and, for parents of students who enroll later in the academic year, at the time of enrollment, advising the public regarding the availability

of the policies and regulations. These policies can be accessed at www.wcpsva.org

Promotion and Retention of Students Regulation IKE-R

Elementary (K-5)

The successful completion of a grade level, based on criteria established by the various curriculum guides, will constitute promotion to the next grade level.

By a majority decision of the teacher, principal, and the parent, a student may be retained one grade at the elementary level. The option remains with the parent(s) to veto the retention and place the child in the next grade. A statement of the parents' choice to have the child placed in the next grade will be filed in the student's scholastic folder and a note will be added to the year's final report card to indicate the student was waived to the next grade level.

Middle (6-8)

Students must pass all four core classes to move to the next grade level. Students who fail a core subject course will be recommended for grade level retention. Options for credit recovery for students that failed three or fewer courses include attending summer school, retaking the course during the next school year, and opportunities that may be available based on administrator discretion. Documentation of this action will be placed in the student's cumulative folder. Grade classification shall be based on the following criteria:

- Grade 6 to Grade 7- Pass English, Mathematics, Science, & History
- Grade 7 to Grade 8- Pass English, Mathematics, Science, & History
- Grade 8 to Grade 9 - Pass English, Mathematics, Science, & History

Secondary (9-12)

The successful completion of a course will be based on the criteria established in the various curriculum guides. Grade classification will be based on the number of credits earned and accumulated in accordance with regulations promulgated by the Board of Education and the School Board.

Grade classification shall be based on the following criteria:

- Grade 9 to Grade 10 - Complete 4 units including English 9
- Grade 10 to Grade 11 - Complete 10 units including English 10
- Grade 11 to Grade 12 - Complete 15 units including English 11
- Grade classification for students with disabilities shall be their IEP

Prosecution of Juveniles as Adults

The following information has been developed by the Office of the Attorney General regarding the prosecution of juveniles as adults:

Section 22.1-279.4 of the Code of Virginia states:

School boards shall 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. Methods of providing such information may include, but not be limited to, public announcements in the schools, written notification to parents, publication in the student conduct manual, and inclusion in those materials distributed to parents pursuant to § 22.1-279.3.

The following information in question and answer format provides the notice required by this section of the *Code*.

Who is a juvenile? Section 16.1-228 of the *Code of Virginia* defines a juvenile as “a person less than 18 years of age.” Section 16.1-269.1 of the *Code* permits juveniles, 14 years of age or older at the time of an alleged offense, to be prosecuted as adults for specific crimes under certain circumstances. This process is called a transfer to the appropriate circuit court for trial as an adult.

How is the age of the juvenile calculated? Section 16.1-241 of the *Code of Virginia* provides that for the purpose of transferring a juvenile to circuit court for trial as an adult, the child must have been age 14 or older at the time of the offense.

Under what circumstances does the law permit the transfer of juveniles for trial as adults? The Code of Virginia permits the transfer of juveniles for trial as adults under three specific circumstances. Following is a description of each circumstance and the procedure that is followed in order to determine whether the student is transferred to circuit court.

Circumstance #1

A transfer can occur when a juvenile, who is age 14 or older at the time of the offense, is charged with a crime which would be a felony if committed by an adult (§ 16.1-269.1 A. of the Code of Virginia). Offenses are either felonies or misdemeanors. Those offenses that are punishable by confinement in a state correctional facility or death are felonies; all other offenses are misdemeanors. Felonies are classified for the purposes of punishment and sentencing into six classes. The authorized punishments for conviction of a felony are as follows:

- Class 1 felony – death if the person convicted was 18 years of age or older at the time of the offense and is not determined to be mentally retarded and a fine of not more than \$100,000. If the person was under 18 years of age at the time of the offense or is determined to be mentally retarded, the punishment shall be imprisonment for life or imprisonment for life and a fine of not more than \$100,000.
- Class 2 felony – imprisonment for life or for any term not less than twenty years or imprisonment for life or for any term not less than twenty years and a fine of not more than \$100,000.
- Class 3 felony – a term of imprisonment of not less than five years nor more than twenty years or a term of imprisonment of not less than five years nor more than twenty years and a fine of not more than \$100,000.
- Class 4 felony – a term of imprisonment of not less than two years nor more than ten years or a term of imprisonment of not less than two years nor more than ten years and a fine of not more than \$100,000.
- Class 5 felony – a term of imprisonment of not less than one year nor more than ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for not more than twelve months and a fine of not more than \$2,500, either or both.
- Class 6 felony – a term of imprisonment of not less than one year nor more than five years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for not more than twelve months and a fine of not more than \$2,500, either or both. (§ 18.2-9 and 18.2-10 of the *Code of Virginia*)

In this circumstance, the Commonwealth’s Attorney’s office makes a formal request to the judge of the juvenile court for the juvenile to be transferred to the circuit court. The juvenile court holds a transfer hearing and may retain jurisdiction or transfer the juvenile to the appropriate circuit court for criminal

proceedings. Any transfer to the circuit court is subject to the following conditions: (1) notice; (2) probable cause to believe that the juvenile committed the alleged delinquent act or a lesser included delinquent act; (3) the juvenile is competent to stand trial; and, (4) the juvenile is not a proper person to remain within the jurisdiction of the juvenile court.

The decision regarding whether the juvenile is not a proper person to remain within the jurisdiction of the juvenile court is based upon, but not limited to, the following factors:

- The juvenile's age
- The seriousness and number of alleged offenses
- Whether the juvenile can be retained in the juvenile justice system long enough for effective treatment and rehabilitation
- The appropriateness and availability of the services and dispositional alternatives in both the criminal justice and juvenile justice systems needed by the juvenile
- The record and previous history of the juvenile in the jurisdiction where the alleged crime occurred or in other jurisdictions
- Whether the juvenile has escaped from a juvenile correctional entity in the past
- The extent, if any, of the juvenile's degree of mental retardation or mental illness
- The juvenile's school record and education
- The juvenile's mental and emotional maturity
- The juvenile's physical condition and maturity

Circumstance #2

A transfer can occur when a juvenile 14 years of age or older is charged with an offense which would be a felony if committed by an adult. (§ 16.1-269.1 C of the Code of Virginia)

In this circumstance, transfer is requested at the discretion of the Commonwealth's Attorney. If the Commonwealth's Attorney wishes to transfer the juvenile for trial as an adult, the juvenile court holds a preliminary hearing to determine whether there is probable cause to believe the juvenile committed the alleged delinquent act. Upon a finding of probable cause, the juvenile is transferred for prosecution as an adult. (§16.1-269.1 C of the Code of Virginia)

Circumstance #3

A transfer occurs when a juvenile 14 years of age or older at the time of the alleged offense is charged with capital murder, first or second degree murder, lynching or aggravated malicious wounding. (§ 16.1-269.1 B of the Code of Virginia)

Transfer under this circumstance is automatic. Whenever a juvenile 14 years of age or older is charged with capital murder, first or second degree murder, lynching or aggravated malicious wounding, he or she must be tried as an adult. The juvenile court holds a preliminary hearing to determine whether there is probable cause to believe the juvenile committed the alleged delinquent act. Upon a finding of probable cause, the juvenile is transferred for prosecution as an adult. (§ 16.1-269.1 B of the Code of Virginia)

If a juvenile is transferred for prosecution as an adult on one offense, what happens if he or she has also been charged with other offenses? If any one charge is transferred, all other charges of delinquency arising out of the same act will be transferred. (§ 16.1-269.6 of the Code of Virginia)

Does the transfer impact subsequent alleged criminal offenses? Yes. Once a juvenile is convicted of a crime as an adult in circuit court, all subsequent alleged criminal offenses of whatever nature, will be

treated as adult offenses and no transfer hearing will be required (§ 16.1-269.6 of the Code of Virginia).

What happens when an adult is sentenced for a crime he or she committed as a juvenile? When the juvenile court sentences an adult who has committed, before attaining the age of 18, an offense which would be a crime if committed by an adult, the court may impose a penalty up to a maximum of 12 months in jail and/or a fine up to \$2,500. (§ 16.1-284 of the Code of Virginia)

What can happen if a juvenile is tried as an adult? There are significant differences between a juvenile being tried as a juvenile and a juvenile being tried in the circuit court as an adult. In the juvenile system, a juvenile is given added protections because of his or her youth. First, records pertaining to the charge and adjudication of delinquency are confidential and may not be available to the public unless the crime was a felony. Second, if the adjudication is for a misdemeanor, the juvenile court record is expunged when the juvenile reaches the age of majority and is considered an adult. Third, a juvenile who is adjudicated delinquent remains in the juvenile system where a judge has discretion in the determination of the punishment or consequences to be imposed. In the juvenile system, the emphasis is on treatment and education.

In contrast, if a juvenile is prosecuted as an adult the issues and information related to the charge and the conviction of a crime are part of the public record. Because the information becomes an adult criminal record, it is not expunged when the juvenile reaches the age of 18. Additionally, the judge does not have the same discretion in sentencing. The judge in circuit court must impose at least the mandatory minimum sentence that is prescribed in sentencing guidelines. The circuit court does have the discretionary power to commit the juvenile to the juvenile system even if prosecuted as an adult.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students; Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
2. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Warren County Public Schools has adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Warren County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Warren County Public Schools will also notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Parents will be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: collection, disclosure, or use of personal information for marketing, sales or other distribution; administration of any protected information survey not funded in whole or in part the U.S. Department of Education; and any non-emergency, invasive physical examination or screening as described above.

School Bus Behavior/Ridership Policy JFCC

Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. The school principal may suspend or revoke the riding privileges of students and/or take other disciplinary actions for students who are disciplinary problems on the bus. Parents (or guardians) of children whose behavior and misconduct on school buses violates the Student Code of Conduct or otherwise endangers the health, safety and welfare of other riders shall be notified that their child/children face the loss of school bus riding privileges and/or other disciplinary actions. If a student's riding privileges are suspended or revoked, the student's parents are responsible for seeing that the student gets to and from school safely.

The Code of Virginia, § 22.1-176, states, in part, that "School Boards may provide for the transportation of pupils; but nothing herein contained shall be construed as requiring such transportation.." Warren County Public Schools' policy provides, in part, that "daily bus service shall be provided for all elementary pupils living in excess of one mile from school, and for middle and secondary pupils living in excess of one and one-half miles from school." Elementary students eligible for transportation may be required to walk up to one mile to reach a bus stop. Parents or their designee are encouraged to accompany their young children to and from the bus stop. Middle and secondary students eligible for transportation may be required to walk up to one and one-half miles to reach a bus stop. Elementary students who live within one mile and middle and secondary students who live within one and one-half miles from school are not eligible to be transported except where certain hazards make walking to school unsafe. State regulation requires parents return a written acknowledgement that they have received a copy of the school bus rider safety rules.

Scoliosis Facts for Parents

In accordance with Virginia State law, parents of students in grades five through ten will receive yearly information regarding important facts about scoliosis and scoliosis screening. Scoliosis is an abnormal curvature or turning of the spine. It affects 2-3% of the population or an estimated 600,000 people in the United States. If left untreated, scoliosis can progress to a serious problem, causing back pain and

degenerative arthritis of the spine. It may lead to disk disease or sciatica. It can also threaten the psychological well-being of a young adult when there is an obvious deformity. Although scoliosis may result from an injury, a birth defect, or a crippling disease, 90% of cases are from unknown causes. It may run in families and affects girls seven times more often than boys. It most frequently develops during the growth spurt between ages 10 and 15, but can also develop or progress later in life. Early detection and intervention may prevent further structural deformity and resulting secondary problems.

Scoliosis screening is an observation of the student's spine while standing as well as performing a forward bend. A scoliometer, a device for measuring the amount of abnormal curvature in the spine, may also be used during screening. Treatment of scoliosis varies between no treatments needed, bracing of the spine, to spinal fusion surgery. Since the development of scoliosis is gradual and usually painless, scoliosis may develop without the parent or child being aware. It is important for parents to monitor their child's development during these growing years and to have students checked by the family physician routinely. The signs of scoliosis may include uneven shoulders, a shoulder blade that appears more prominent than the other, uneven waistline creases, one hip higher than the other, and/or a leaning to one side. If you have concerns about your child's spinal health, contact your family health care provider or school nurse for follow up. If you do not have a primary care physician, with your written permission, the school nurse can provide an initial screening. Should further evaluation be necessary the school nurse can direct you to other health care resources.

Screening Programs

Warren County Public Schools will, in accordance with state and local regulations conduct speech-language, hearing, vision, and motor development screening programs. Speech- language, hearing, vision, and motor are all vital in ensuring school success.

Warren County Public Schools will conduct speech-language and motor development screenings during the first few months of school on all newly enrolled students through grade 3. Within 60 administrative days of the opening of school, vision and hearing screenings will be conducted on all students in grades K, 3, 7, and 10 as well as on all newly enrolled students who have not previously been screened. Vision will also be screened in grade 5. The speech pathologist, school nurse, clinic assistant, and other appropriate school personnel will complete these screenings.

It is through this screening process that potential problems can be identified and addressed prior to any adverse effect on school performance. Parents/Guardians will be notified of the screening process results only if the need for further evaluation is indicated. Students may be exempt if parents object on religious grounds and the student shows no evidence of any defect or disease of the eyes or ears (Code of Virginia § 22.1-273).

Parents/Guardians may request a vision and/or hearing screening at any time. If teachers request a vision and/or hearing screening and the student is not in a screening year, written parental permission must be obtained. If you have any specific questions related to this information, you may contact the school nurse assigned to your child's school.

Sex Offender Registry Notification Policy KN

The Warren County School Division 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 the Warren County school division shall request electronic notification of the registration or reregistration of any sex offender in the same or contiguous zip codes as the school. Such

request and notification shall be made according to the procedures established by the Virginia Department of State Police (State Police).

Sex Offender and Crimes against Minors Registry is available at this website: <http://sex-offender.vsp.virginia.gov/sor/>. More information is available in Policy KN at our website.

Student Fees Policy JN

It shall be the policy of the School Board to charge students fees and to recover funds for the loss of or damage to School Board property in accordance with the Code of Virginia.

The School Board shall provide, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Fees will not be charged to students for instructional materials, textbooks, or other materials used by a school board employee that are not directly used by a public school student.

Only those fees and charges permitted by law or the regulations of the Board of Education may be levied on students. No school or employee may levy a fee or charge on any student without the approval of the Superintendent or his or her designee. In approving any such fee or charge, the Superintendent/designee shall ensure that the fee or charge is either reduced or waived for those students who are unable to afford them. The superintendent/designee shall inform the school board of any fee or charge assessed, and of any changes to such fees/charges.

The school board upon recommendation of the superintendent may take action against a pupil or the pupil's parent for any actual loss, breakage, or destruction of or failure to return property, owned by or under the control of the school board, caused or committed by such pupil in pursuit of his studies. Such action may include seeking reimbursement from a pupil or pupil's parent for any such loss, breakage, or destruction of or failure to return school property.

Student Wellness Policy JHCF

Based on review and consideration of evidence-based strategies and techniques, the Warren County School Board establishes the following goals to promote student wellness.

Nutrition Promotion and Education

- Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
- Students receive consistent nutrition messages from all aspects of the school program.
- Division health education curriculum standards and guidelines address both nutrition and physical education.
- Nutrition is integrated into the health education and core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- The level of student participation in the school breakfast and school lunch programs is appropriate.
- Schools are enrolled as Team Nutrition Schools, and they conduct nutrition education

activities and promotions that involve parents, students, and the community.

Physical activity

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

Other school-based activities

- An adequate amount of time is allowed for students to eat meals in adequate facilities.
- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
- The availability of subsidized food programs is adequately publicized in ways designed to reach families eligible to participate in the programs.
- Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.
- Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

Technology Use Guidelines Regulation GAB-R/IIBEA-R

All use of the Warren County School Division's computer system shall be consistent with the school board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD, and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

Computer System Use-Terms and Conditions:

- **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
- **Privilege.** The use of the Division's computer system is a privilege, not a right.
- **Unacceptable Use.** Each user is responsible for his or her actions on the computer system.

Prohibited conduct includes but is not limited to:

- using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized downloading of software.
- using the computer system for private financial or commercial purposes.
- wastefully using resources, such as file space.
- gaining unauthorized access to resources or entities.
- posting material created by another without his or her consent.
- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
- using the computer system while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
- intimidating, harassing, bullying, or coercing others.
- threatening illegal or immoral acts.
- **Network Etiquette. Each user is expected to abide by generally accepted rules of etiquette, including the following:**
 - be polite.
 - users shall not forge, intercept or interfere with electronic mail messages.
 - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
 - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
 - users shall respect the computer system's resource limits.
 - users shall not post chain letters or download large files.
 - users shall not use the computer system to disrupt others.
 - users shall not modify or delete data owned by others.
- **Liability.** The school board makes no warranties for the computer system it provides. The school board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division is not responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the school board for any losses, costs, or damages incurred by the school board relating to or arising out of any violation of these procedures.
- **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
- **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
- **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.
- **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be

archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

- **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action.

Teacher Qualifications

At the beginning of each school year, divisions that receive Title I funds must notify the parents of each student attending any school (EWM, HJB, LFK, & RJES) receiving Title I funds that the parents may request and the division will provide (in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including whether the teacher 1) has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, 2) is teaching under other provisional status and 3) is teaching in the field or discipline of the teacher's certification. The notification must also inform the parents that they may request information regarding whether the child is provided services by paraprofessionals and, if so, their qualifications (20 U.S.C. § 6312(e)(1)(A)).

Testing Transparency

Parents may request and the division will provide information regarding state and division policies regarding student participation in any assessment mandated by 20 U.S.C. § 6311(b)(2) and by the state or division. Information provided will include a policy, procedure, or parental right to opt the child out of such assessment, where applicable (20 U.S.C. § 6312(e)(2)(A)).

Warren County Public Schools Calendar 2023-24

2023		July	August	September	October	November	December	2024		January	February	March	April	May	June
MON		3rd of July			2				2024	Holiday 1			Holiday 1		
TUE		4th of July			3					Prof 2			Holiday 2		
WED		5	Prof 2		4	1				Prof 3			Holiday 3	1	
THU		6	Prof 3		5	2				4	1		Holiday 4	2	
FRI		7	Prof 4	1	6	3	1			5	2	1	Holiday 5	Prof 3	
MON		10	Prof 7	Holiday 4	9	6	4			8	5	4	8	6	3
TUE		11	Prof 8	5	10	Prof 7	5			9	6	5	9	7	4
WED		12	9	6	11	8	6			10	7	6	10	8	5
THU		13	10	7	12	9	7			11	Confereces 8	7	11	9	6
FRI		14	11	8	13	Holiday 10	8			12	Prof 9	8	12	10	7
MON		17	14	11	16	13	11			Holiday 15	12	11	15	13	10
TUE		18	15	12	17	14	12			16	13	12	16	14	11
WED		19	16	13	18	15	13			17	14	13	17	15	12
THU		20	17	Confereces 14	19	16	14			18	15	14	18	16	13
FRI		21	18	Prof 15	20	17	15			19	16	15	19	17	14
MON		24	21	18	23	Holiday 20	18			22	Holiday 19	18	22	20	17
TUE		25	22	19	24	Holiday 21	19			23	20	19	23	21	18
WED		New 26	Early Release 23	20	Early Release 25	Holiday 22	20			24	21	Early Release 20	Early Release 24	22	Holiday 19
THU		New 27	24	21	26	Holiday 23	21			25	22	21	25	23	20
FRI		New 28	25	22	27	Holiday 24	Holiday 22			26	23	22	26	Prof 24	21
MON		New 31	28	25	30	27	Holiday 25			29	26	25	29	Holiday 27	24
TUE			29	26	31	28	Holiday 26			30	27	26	30	28	25
WED			30	27		29	Holiday 27			31	28	27	31	29	26
THU			31	28		30	Holiday 28				29	28		30	27
FRI				29			Holiday 29					29		31	28
Instructional Days		17		20	20	15	15	19	18	19	18	20	17	16	0
177						Semester 1	87							Semester 2	90
First Day of School: August 9 Last Day of School: May 23 Early Release Last Day of School		Professional Days (no students): Time for professional development, classroom activities, and curriculum development. Expectation is for all professional staff to attend Professional Days 8:30-4:00 (Sept. 15th Professional Day designated for staff wellness activities)													
Holiday for All Staff - All Schools and Offices Closed		Parent-Teacher Conferences: September 14th & February 8th: 12 pm - 7 pm													
Early Release Professional Development: Students released 2 hours early. Time for school based professional development, classroom activities, and curriculum development. Staff work regular hours.		Weather Make-Up Dates: There are no days built in the calendar for weather. Clock hours will be used to account for the days missed.													
		Interims Issued: September 7, November 13, February 6, April 19													
		End of 9 Weeks: October 11, December 21, March 12, May 23													
		Report Cards Issued: October 18, January 10, March 19, May 28													

Approved by the Warren County School Board: June 21, 2023

Warren County School Board

Dr. Kristen Pence – Chair
Mr. Ralph Rinaldi – Vice Chair
Dr. Antoinette Funk
Ms. Andrea Lo
Ms. Melanie Salins

Central Office Administration

For information on the following departments, please call the number listed:

Superintendent	(540) 635-2171 x 34236
Assistant Superintendent – Administration	(540) 635-2171 x 34236
Assistant Superintendent – Instruction	(540) 635-2171 x 34236
Benefits	(540) 635-2171 x 34240
Finance – Accounts Payable	(540) 635-2171 x 34257
Payroll	(540) 635-2171 x 34256
Food Services	(540) 631-0040 x 2
Maintenance	(540) 631-0040 x 1
Human Resources	(540) 635-2171 x 34230
Special Services	(540) 635-2725 x 33242
Technology	(540) 635-2171 x 34248
Transportation	(540) 636-2600

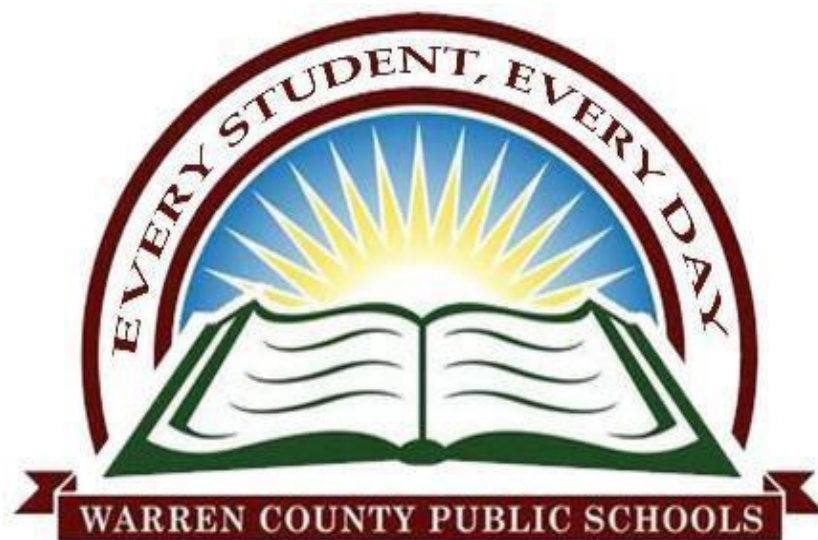
School Administration

A.S. Rhodes Elementary (K-5) Ms. Lori Layman, Principal (540) 635-4556	E. Wilson Morrison Elementary (K-5) Ms. Jennifer Knox, Principal (540) 635-4188
Hilda J. Barbour Elementary (K-5) Ms. Nikkolet Taubenberger, Principal (540) 622-8090	Leslie Fox Keyser Elementary (K-5) Ms. Jessica Vacca, Principal (540) 635-3125
Ressie Jeffries Elementary (K-5) Ms. Nina Helmick, Principal (540-636-6824	Skyline Middle School (6-8) Dr. Bobby Johnston, Principal (540) 636-0909
Warren County Middle School (6-8) Dr. Chris Johnston, Principal (540) 635-2194	Skyline High School (9-12) Ms. Danelle Sperling, Principal (540) 631-0366
Warren County High School (9-12) Mr. Ken Klesh, Principal (540-635-4144	Blue Ridge Technical Center Mr. Vince Gregg, Director (540)-635-7123
Non-Traditional Learning Programs Ms. Randa Vernazza, Principal (540) 635-2725	

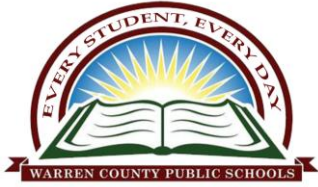
Warren County Public Schools Fact Sheet 2023-24

<p>Operating Budget Total Budget \$72,524,408 Food Service \$3,392,190 76.93% Instruction 4.62% Administration/Attendance/Health 4.49% Transportation 10.15% Operations/Maintenance 2.90% Technology 0.92% Debt Service 0.0% Contingency Reserve Projected Per Pupil cost for FY 2023-24 \$15,165 Estimated Average per Pupil Cost for 2022-2023 School Year: \$14,684 Actual State per Pupil Expenditure for 2021-2022 School Year: \$6,513</p>	<p>Elementary Education Programs Majority of school day spent in the four core academic subjects Title I remediation services at qualifying schools At-risk 3 & 4 year old programs Early childhood special education EL services provided as needed Classroom and individual school counseling services</p>
<p>Revenue 53% State 40% Local/Miscellaneous 7% Federal</p>	<p>Middle School Education Programs Majority of school day spent in the four core academic subjects Exploratory courses EL services provided as needed Opportunities for students to receive high school credit Competitive athletics</p>
<p>Employees 750+ Full-time Employees 400+ Teachers/Counselors/Librarians 250+ Non-licensed Support Staff 9 Central Office Administrators 11 Principals 22 Asst. Principals/Deans/ADs 17 Other Professional Staff</p>	<p>High School Education Programs 150+ credit courses offered in grades 9-12 50+ career and technical education (CTE) courses; 25+ courses lead to industry and other certifications Project Lead the Way Engineering Program Project Lead the Way Biomedical Sciences Program Virtual courses offered Mountain Vista Governor’s School Dual enrollment—Laurel Ridge Community College Competitive athletics EL services provided as needed</p>
<p>Academic Programs/Support Services (K-12) Music and choral, Physical education, Art education, Gifted education, Special education, Instructional technology, school counseling, academic remediation, English as a second language, & Non-Traditional programs</p>	<p>Schools/Enrollment Early Childhood Programs (PreK-5) Elementary Schools (PreK-5) 2 Middle Schools (6-8) 2 High Schools (9-12) Average K-12 Membership: 5,210 Average Pupil/Teacher Ratio: 20/1</p>

Student Code of Conduct



2023-2024



Warren County Public Schools
210 North Commerce Avenue
Front Royal, Virginia 22630-4419
Phone (540) 635-2171
Fax (540) 636-4195
www.wcpsva.org

OFFICE OF THE
SUPERINTENDENT

Dear Parents and Guardians,

As we approach the start of the 2023-2024 school year, I want to express my heartfelt gratitude for your continued support and trust in making Warren County Public Schools the choice for your child's education. We understand that a strong partnership between home and school is essential for the success of our students, and we are committed to fostering a positive and engaging learning environment through Family Engagement initiatives.

Throughout the year, we will be hosting various events at your child's school, and we extend a warm invitation to all parents to attend and be actively involved in their child's education. Your participation as volunteers at the school or within your child's classroom is invaluable, and we appreciate your dedication to creating a thriving learning community.

At Warren County Public Schools, we prioritize providing each student with a quality education in a safe and conducive environment. To achieve this, we maintain a focus on setting high standards of behavioral practices for all students. By doing so, we ensure that every student has the right to an education that is free from distractions and is nurturing and secure.

I would like to acknowledge the outstanding efforts of the Warren County School Board in creating policies that promote a safe and supportive learning environment for all students. Their commitment to addressing disruptive behaviors, bullying, and harassment reflects our collective dedication to safeguarding the well-being of our students.

We have high expectations for all our students, and this handbook serves as a guide to defining behavioral standards and expectations. I urge parents and guardians to carefully review and discuss this information with your child to ensure a positive and respectful atmosphere for everyone. If you have any questions or concerns, please do not hesitate to reach out to your child's school administrator for further discussion.

You can find this handbook on our school division's website, each school's website, at the respective schools, and at the county administration office.

Once again, thank you for entrusting us with your child's education and for being an integral part of our educational community. We are excited to collaborate with you again this year as we embark on a journey of learning, growth, and success.

Respectfully,

A handwritten signature in black ink, appearing to read "Chris Ballenger".

Chris Ballenger, Ed.D.
Superintendent

"Learning through Inspiration, Engagement, Empowerment, and Innovation - Every student, Every Day"

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Section I

Purpose and Intent

Mission Statement

We will empower everyone to achieve excellence by sparking inspiration and learning through innovation.

Goals

The educational goals of Warren County Public Schools are:

- Students will graduate from Warren County Public Schools able to think critically; think creatively; communicate effectively; collaborate with others; and be prepared to enter the work force with marketable skills and/or ready for the rigor of higher education.
- All schools will be accredited on an annual basis as defined by the Virginia SOLs.
- Warren County Public Schools will employ properly credentialed teachers, administrators, and staff. The School Board will strive to provide competitive compensation for all personnel.
- Staff development will be tailored to the needs of each staff member for the purpose of continually improving the entire school division.
- All students and staff will be afforded a safe and engaging learning environment that promotes healthy behaviors and positive relationships for everyone every day.
- A safe, reliable, and equitable transportation system will be provided for all students.
- Technology will be integrated into all facets of the school division's operating system as well as the delivery of instruction. All students will exit our schools with appropriate 21st century technology skills, which will enable them to compete in a global society.
- The School Board and all schools will engage and communicate effectively and openly with students, families, and the community.
- Develop community partnerships for the benefit of the entire school community.
- Provide an all-inclusive school experience.

Belief Statement

We believe all children can learn to manage their behavior. As students learn to manage their behavior, everyone benefits.

To this end and as a system we commit to:

- Clearly defining behavior expectations,
- Proactive teaching and re-teaching of those expectations
- Working collaboratively with students, parents, teachers and administrators
- Providing resources to meet both student and staff needs
- Using discipline interventions as a tool for teaching and learning
- Implementing discipline interventions in a caring manner

Expectations for Student Behavior

Elementary Student Expectations

- Come to school every day
- Be a good friend
- Strive to do your best
- Complete all your school work and homework
- Obey rules to ensure safety
- Ask for help
- Offer help to others
- Always tell the truth
- Take responsibility for your actions
- Be a positive role model
- Communicate positively with others
- Treat others with respect
- Try to understand the feelings of others
- Participate in school/community activities
- Be proud of who you are

Secondary Student Expectations

- Come to school every day on time
- Treat all of your peers equally regardless of differences and backgrounds
- Strive to do your best by listening attentively in class, using time wisely, and completing assignments
- Work to promote a safe and caring school environment
- Be a role model by setting good examples for other students and promoting safe decision making
- Demonstrate positive and inspiring behavior
- Build open and healthy lines of communication to create positive and supportive relationships
- Be respectful by demonstrating characteristic such as integrity and honesty
- Take responsibility for your actions
- Make positive contributions to your school and community
- Encourage your parents/guardians to be actively involved in my education and school activities
- Set goals to be prepared for higher educations and/or the workforce
- Believe in yourself.

Parent/Guardian Expectations

- Ensure student's daily attendance in school and notify the school when the student is absent, tardy or leaving early from school
- Ensure student's arrival at school is on time
- Provide encouragement aimed at motivating the student toward responsible behavior and

- participation within the school setting
- Teach your student to assume responsibility for learning and for conduct that does not infringe upon the rights of others
- Review and discuss the “Code of Conduct” at the beginning of each school year with your student
- Ensure your student is dressed appropriately for school as determined by the dress code
- Provide emergency contact information, including a local number, to the school to ensure that the school will have immediate contact with the parent in case of an emergency
- Initiate and maintain open lines of communication with your student and school staff

School Staff Expectations

- Provide a safe and orderly school environment while maintaining appropriate supervision for all students at all times
- Provide a welcoming and nurturing environment that creates mutual respect for all
- Treat each student as an individual
- Provide quality instruction in a conducive learning environment
- Consistently teach our student expectations
- Encourage independence and self-discipline
- Encourage, monitor and evaluate student’s progress
- Uphold the highest standards of professionalism and ethical conduct
- Engage in activities outside the classroom intended for school and student enhancement
- Initiate and maintain open lines of communication with students, families, and community members.

Section II Standards of Student Conduct

Application of Policy

Excerpts from the Warren County School Board Policy Manual are quoted throughout this document. A complete Warren County School Board Policy Manual may be found on the school division website at <https://www.wcpsva.org/>

These Standards of student conduct apply to all students under the jurisdiction of a school board. Disciplinary action will be determined based on the facts of each incident at the reasonable discretion of the school board and other appropriate school officials. Students are subject to corrective disciplinary action for misconduct that occurs:

- in school or on school property
- in a school vehicle
- while participating in or attending any school sponsored activity or trip
- on the way to or from school
- off school property if such conduct disrupts or materially interferes with the operation of the schools and
- off school property, when the acts lead to (1) an adjudication of delinquency or a conviction for an offense listed in § 16.1-305.1. of the Code of Virginia (unlawful purchase, possession or use of a weapon; homicide, felonious assault and bodily wounding, criminal sexual assault; manufacture, sale, gift, distribution or possession of Schedule I or II controlled

substances or marijuana; arson, and related crimes, and burglary and related offenses); criminal street gang activity or recruitment for such activity; or (2) a charge that would be a felony if committed by an adult.

Range of Corrective Disciplinary Action

- Counseling
- Admonition
- Reprimand
- Loss of privileges, including access to the School Division's computer system
- Parental conferences
- Modification of student classroom assignment or schedule
- Student behavior contract
- Referral to student assistance services
- Removal from class
- Initiation of student support team process
- Referral to in-school intervention, mediation, or community service programs
- Tasks or restrictions assigned by the principal or his designee
- Detention after school or before school
- Suspension from school-sponsored activities or events prior to, during, or after the regular school day
- In-school suspension
- Out-of-school suspension
- Referral to an alternative education program
- Notification of legal authority where appropriate
- Evaluation for alcohol or drug abuse
- Participation in a drug, alcohol or violence intervention, prevention or treatment program

Differentiation of Sanctions by Grade Level

Options for corrective disciplinary action for misconduct may be differentiated by grade level.

Other Disciplinary Consequences

A school board shall allow a student who has been suspended to have access to academic assignments during the period of suspension in accordance with conditions established by the school board.

The school board may provide for ongoing consequences after a student returns to school following suspension or expulsion including, but not limited to, probationary status requiring satisfactory performance and conduct, limitations of privileges, community service, or restitution.

Section III Standards of Student Conduct Terms and Offenses

Policy JFC-R

Assault and Battery

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property. An assault is a threat of bodily injury.

A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

Attendance; Truancy

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.) If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

Bomb Threats

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

Bullying

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict. The principal or the principal's designee notifies the parent of any student involved in an alleged incident of bullying within twenty-four (24) hours of learning of the allegation of bullying.

Bus-Related Offenses

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

Cheating

Students are expected to perform honestly on schoolwork and tests. The following actions are prohibited:

- cheating on a test or assigned work by giving, receiving, offering and/or soliciting information
- plagiarizing by copying the language, structure, idea and/or thoughts of another
- falsifying statements on any assigned schoolwork, tests or other school documents

Personally Owned, Electronic Devices Basic Rules and Procedures

Student use of a personally owned, electronic device during instructional time is prohibited.

Basic Rules and Procedures

A personally owned, electronic device is a student's sole responsibility. The School Board assumes no responsibility for a personally owned, electronic device if it is lost, loaned, damaged,

or stolen.

All students are expected to keep their personally-owned, electronic device secure at all times and not loan it to others. During instructional time (class time) such devices are to be kept out of sight and turned off.

Due to confidentiality, privacy, and legal concerns, a student may not use his/her personally-owned, electronic device to take photographs or record audio or video in school, during the school day, or on a school bus.

All students are expected to exhibit digital responsibility and to follow the School Board's Technology Use Guidelines Regulation GAB-R/IIBEA-R. The use of technology is a privilege, not a right. This privilege can be revoked.

Emergency Situations and Other Exceptions

The use of a personally-owned, electronic device may be granted in an emergency situation as determined by the supervising adult, including as needed and pursuant to a student's health plan, Individualized Education Program, or Section 504 Plan.

The use of a personally-owned, electronic device may be granted by the supervising adult outside of instructional time including lunch time and in between classes.

The use of a personally-owned, electronic device on a school bus is permitted provided such usage does not disrupt bus operations. Due to confidentiality and privacy and legal concerns, a student may not use his/her personally-owned, electronic device to take photographs or record audio or video on the bus.

No Technology Support

WCPS staff will NOT provide technology support for a student's personally owned, electronic device.

There should be no expectation that WCPS will provide network connectivity (Wi-Fi, etc.) for students' personally owned, electronic devices.

If WCPS chooses to provide network connectivity, this access may be more limited than that provided to WCPS owned equipment; may require the installation of software to verify the integrity of the personally owned, electronic device; and connectivity may be revoked at any time.

WCPS is not responsible for any damage or other issues (malware infections, etc.) that may occur because of connecting a personally owned, electronic device to the network.

WCPS will not provide software or accessories for personally owned, electronic devices.

Disciplinary Consequences

Violation of this policy or of the administrative regulation will result in disciplinary measures. First action: verbal reminder/warning; Second action: teacher call home to parent, third action; student referral to administration. A school administrator may take temporary possession of a

personally-owned, electronic device if a student is attempting to use the device during any time when such usage is prohibited or if the use of the device violates any of the previously outlined inappropriate uses, disrupts the learning environment, creates safety concerns, violates the confidentiality or privacy of others, or otherwise contradicts this policy. The device will be held by school administration and may be retrieved by the parent or guardian at the end of the day, or until such time as is convenient.

Defiance of the Authority of School Personnel

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by Board policies and regulations.

Disruptive Conduct

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance which interrupts or interferes with teaching and orderly conduct of school activities, is prohibited.

Extortion

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

Felony Charges

Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/ intervention activities.

Fighting

Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

Gambling

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

Gang Activity

Gang-related activity is not tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). (See Policy JFCE Gang Activity or Association.)

Harassment

A student shall not harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions. (See Policy JFHA/GBA Prohibition Against Harassment and Retaliation).

Hazing

Students shall not engage in hazing.

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of

initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

The principal of any school at which hazing which causes bodily injury occurs shall report the hazing to the local Commonwealth Attorney.

Internet Use

Students shall abide by the Warren County School Division's Acceptable Computer Use Policy and Regulation. (See Policy IIBEA Acceptable Computer System Use.)

Laser Pointers

Students shall not have in their possession laser pointers.

Other Conduct

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state or local law.

Possession or Use of Weapons or Other Dangerous Articles (Policy JFCD)

Students shall not have in their possession any type of unauthorized firearm or other dangerous weapon or device. Carrying, bringing, using or possessing any firearm, dangerous device, or dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school division is prohibited, and grounds for disciplinary action.

A student who has possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1 or who has possessed a firearm or destructive device as defined in Va. Code § 22.1-277.07 or a firearm muffler or firearm silencer or a pneumatic gun as defined in Va. Code § 15.2-915.4 on school property or at a school-sponsored activity may be expelled for at least one year in accordance with Policy JGD/JGE Student Suspension/Expulsion. The School Board may determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may, by regulation, authorize the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Disciplinary proceedings for violation of this policy will be initiated promptly.

Such weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm listed in Va. Code § 22.1-277.07, designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade knife, ballistic knife, machete, knife or razor,
- slingshots,

- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and
- destructive devices as defined in Va. Code § 22.1-277.07, or other dangerous articles.

Profane, Obscene or Abusive Language or Conduct

Students shall not use vulgar, profane or obscene language or gestures or engage in conduct that is vulgar, profane, obscene or disrupts the teaching and learning environment.

Reports of Conviction or Adjudication of Delinquency

Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled.

Stalking

Students shall not engage in a pattern of behavior that places another person in fear of serious harm.

Student Dress

The WCPS dress code permits any student to wear any religiously, ethnically, or culturally specific or significant head covering or hairstyle, including hijabs, yarmulkes, headwraps, braids, locs, and cornrows. All students will be subjected to the same set of expectations regardless of gender. Staff are prohibited from applying the dress code by direct physical contact with a student or a student's attire and from requiring a student to undress in front of any other individual. This policy is in compliance with the Code of Virginia §22.1-279.6.

Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco products, nicotine vapor products, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited.

Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior. Parents of students requiring accommodation for religious beliefs,

disabilities, or other good causes should contact the principal. Students not complying with this policy will be asked to cover the noncomplying clothing, change clothes or go home.

Theft

A student shall not intentionally take or attempt to take the personal property of another person by force, fear or other means.

Threats or Intimidation

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason.

Trespassing

Students shall not trespass on school property or use school facilities without proper authority or permission, or during a period of suspension or expulsion.

Use and/or Possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids, and Other Drugs

A student shall not possess, use, or distribute any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

A student shall not attempt to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

A student shall not be under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, nicotine vapor products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

The School Board may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of School Board policy 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.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a

medical condition.

Vandalism

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of any other person at school, on a school bus or at school-sponsored events.

PROHIBITION AGAINST HARASSMENT AND RETALIATION (Policy JFHA/GBA)

I. Policy Statement

The Warren County School Board 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, military status, 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.

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:

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

II. Definitions

The Compliance Officer is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversee investigation of those complaints as described below:

- "Consent" is clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual activity.

- Prohibited Conduct
- Harassment Based on Sex

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education; submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:

- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping
- "Sexual harassment prohibited by Title IX" means conduct on the basis of sex that satisfies one or more of the following:
 - an employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct;
 - unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board's education program or activity; or "sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual's race,

national origin, disability or religion when the conduct

- creates an intimidating, hostile or offensive working or educational environment;
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, national origin, disability or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- physical acts of aggression against a person or his property because of that person's race, national origin, disability or religion
- hostile acts which are based on another's race, national origin, religion or disability
- written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including socioeconomic level regardless of whether the personal characteristic is protected by law.

"Title IX" means 20 U.S.C. §§ 1681-1688 and the implementing regulations.

"Title IX Coordinator" means the person designated by the School Board to coordinate its efforts to comply with its responsibilities under this policy and Title IX.

The Title IX Coordinator may be contacted at complianceofficer@wcps.k12.va.us.

III. Complaint Procedures

Report

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to the Title IX Coordinator or to any school personnel. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited harassment should report such conduct to the Title IX Coordinator or to any school personnel. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to the Title IX Coordinator. Any complaint that involves the Title IX Coordinator should be reported to the superintendent.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also accepted.

The complaint, and identity of the person allegedly harassed and alleged harasser, will be

disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a person allegedly harassed who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division's ability to fully respond to the complaint.

After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process below is followed. If they cannot be sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures below.

The Title IX Coordinator also determines whether the alleged harassment may also constitute criminal conduct and ensures that law enforcement officials are notified if necessary.

If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Services in accordance with Policy GAE Child Abuse and Neglect Reporting.

Investigation by Compliance Officer

Generally the Compliance Officer

- receives complaints of harassment referred by the Title IX Coordinator;
- conducts or oversees the investigation of any alleged harassment referred by the Title IX Coordinator;
- assesses the training needs of the school division in connection with complaints referred by the Title IX Coordinator;
- arranges necessary training; and
- ensures that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

Compliance Officer Formal Procedure

Upon receiving a referral of a complaint of alleged prohibited harassment from the Title IX Coordinator, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after referral of the complaint to the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the person allegedly harassed. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the person allegedly harassed and the alleged harasser shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the person allegedly harassed, the alleged harasser and any others who may have knowledge of the alleged harassment or the

circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the person allegedly harassed and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any. All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

Action by Superintendent

Within 5 school days of receiving the Compliance Officer's report, the superintendent or superintendent's designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the person allegedly harassed and the alleged harasser. If the superintendent or superintendent's designee determines that it is more likely than not that prohibited harassment occurred, the Warren County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the superintendent or superintendent's designee determines that prohibited harassment occurred, the superintendent or superintendent's designee may determine that school-wide or division-wide training be conducted or that the person allegedly harassed receives counseling.

Appeal

If the superintendent or superintendent's designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party, the superintendent and any other individual the School Board deems relevant. Written notice of the School Board's decision will be given to both the alleged harasser and the person allegedly harassed.

If the superintendent or superintendent's designee determines that prohibited harassment occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

Employees may choose to pursue their complaints under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

Compliance Officer Informal Procedure

If the person allegedly harassed and the person accused of harassment agree, the person allegedly harassed' s principal or principal's designee or supervisor may arrange for them to resolve the complaint informally with the help of a counselor, teacher or administrator.

If the person allegedly harassed and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Compliance Officer Formal Procedures set forth herein. The principal or principal's designee or supervisor shall notify the person allegedly harassed and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

Sexual Harassment Prohibited by Title IX

Definitions:

“Actual knowledge” means notice of sexual harassment prohibited by Title IX or allegations of sexual harassment prohibited by Title IX to the Title IX Coordinator or any official of the school division who has authority to institute corrective measures or to any employee of an elementary or secondary school.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigated. In response to a formal complaint, the Title IX Grievance Process below is followed.

“Program or activity” includes locations, events or circumstances over which the School Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board's education program or activity without unreasonably burdening the other party, including

measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Grievance

General Process

Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The reporting party may use the form, Report of Harassment, GBA-F/JFHA-F, to make a complaint. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board are notified

- of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator; and
- that the School Board does not discriminate on the basis of sex in its education program or activity and that it is required by Title IX not to discriminate in such a manner.

The notification states that the requirement not to discriminate extends to admission and employment and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

The School Board prominently displays the contact information for the Title IX Coordinator and this policy on its website and in each handbook or catalog it makes available to persons listed above who are entitled to notifications.

Nothing herein precludes a respondent from being removed from the School Board's education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.

Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process

This grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School Board's education program or activity.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person's status as a complainant, respondent, or witness. Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process receives training on the definition of sexual harassment prohibited by Title IX, the scope of the School Board's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.

A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.

The standard of evidence used to determine responsibility is preponderance of the evidence.

This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice of Allegations:

On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:

- notice of the grievance process, including any informal resolution process, and
- notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.

The written notice:

- includes a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.
- If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

Dismissal of formal complaints:

A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint

- would not constitute sexual harassment prohibited by title IX even if proved,
- did not occur in the School Board's education program or activity, or
- did not occur against a person in the United States.
- Such a dismissal does not preclude action under another provision of the School Board's code of conduct or the superintendent's Standards of Student Conduct.

A formal complaint or any allegations therein may be dismissed if at any time during the investigation:

- a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- the respondent is no longer enrolled or employed by the School Board; or
- specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Investigation of formal complaint:

When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that

capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.

The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.

The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant or respondent is not limited in any meeting or grievance proceeding.

Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.

Determination regarding responsibility:

The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.

The written determination must include:

- identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
- a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- findings of fact supporting the determination;
- conclusions regarding the application of the School Board's code of conduct or the superintendent's Standards of Student Conduct to the facts;
- a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and
- the procedures and permissible bases for the complainant and respondent to appeal.

The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals

Either party may appeal from a determination regarding responsibility or from a dismissal a formal complaint or any allegations therein, on the following bases:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- Notification of appeal must be given in writing to the Title IX Coordinator.

As to all appeals, the Title IX Coordinator:

- notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
- ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and

- ensures that the decision-maker for the appeal complies with the standards set forth in title IX and this policy.
- The appeal decision-maker
- gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- reviews the evidence gathered by the investigator, the investigator's report, and the decision-maker's written decision;
- issues a written decision describing the result of the appeal and the rationale for the result; and
- provides the written decision simultaneously to both parties and the Title IX Coordinator.

Timelines

The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.

A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.

Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

Any appeal will be resolved with 15 calendar days from the filing of the appeal.

If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.

Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

the parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

- the parties, voluntarily and in writing, consent to the informal resolution process; and
- the informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.
- If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.

Parties cannot be required to participate in an informal resolution process.

An informal resolution process is not offered unless a formal complaint is filed.

Recordkeeping

The School Board will maintain for a period of seven years records of:

- each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board's education program or activity;
- any appeal and the result therefrom;
- any informal resolution and the result therefrom; and
- all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will also be made available on the School Board's website.
- For each response required under 34 C.F.R. § 106.44, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

IV. Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports

alleged harassment or participates in related proceedings. The Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

V. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

VI. Prevention and Notice of Policy

Training to prevent harassment prohibited by law or by this policy is included in employee and student orientations as well as employee in-service training.

This policy is (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. Further, all students, and their parents/guardians, and employees are notified annually of the names and contact information of the Compliance Officers

VII. False Charges

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.

Search and Seizure (Policy JFG)

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

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

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

Personal Searches

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

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

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

An individual search is justified at its inception when a school official has reasonable grounds, based on the totality of the known circumstances, for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. A search is reasonable in scope when it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

A personal search may include requiring a student to be scanned with a metal detector.

A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches involve an extreme intrusion into the rights of a student and may only be conducted when an extremely serious situation exists requiring immediate action because of an imminent threat of death or great bodily injury to a person or persons. If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or superintendent's designee, unless the health or safety of the student is endangered by the delay.

Locker and Desk Searches

Student lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason at any time without notice, without student consent and without a search warrant.

Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent and without a search warrant.

Computer Searches

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

Consent Searches

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

Seizure of Illegal Materials

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

Searches, Police Interrogations (Regulation JFG-R)

Law enforcement officials shall be permitted to question students while they are under the authority of school regarding incidents occurring off school premises provided that:

All such requests by police be limited to serious violations of the law or when time represents a crucial factor in the investigation process.

The questioning takes place in the office of the principal with the principal or assistant principal present.

The student's parent or guardian has been called. If the parent cannot be contacted, the principal may observe "in-loco parentis."

Section IV

Disciplinary Action: Criteria, Procedures, and Processes

Removal of a Student from Class (Policy JFCA)

Teachers shall have the initial authority to remove a student from a class for disruptive behavior that interrupts or obstructs the learning environment, using the following criteria:

- removal of the student from the class must be necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior
- interventions by the teacher and/or administrators have been attempted and failed to end the student's disruptive behavior, and
- notice of the student's disruptive behavior and the opportunity to meet with the teacher and/or school administrators must have been provided to the student's parents.

Short-Term Suspension (Policy JGD/JGE)

A pupil may be suspended for not more than ten school days (Pre-K – grade three can only be suspended up to three (3) school days unless certain circumstances are present Va. Code 22.1-277) by either the school principal, any assistant principal, or, in their absence, any teacher. The principal, assistant principal or teacher may suspend the pupil after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as

known to school personnel and an opportunity to present his version of what occurred. In the case of any pupil whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the pupil may be removed from school immediately and the notice, explanation of facts and opportunity to present his version shall be given as soon as is practical thereafter.

Upon suspension of any pupil, the principal, assistant principal or teacher responsible for such suspension reports the facts of the case in writing to the superintendent or superintendent's designee and the parent of the pupil suspended. The superintendent or superintendent's designee reviews forthwith the action taken by the principal, assistant principal or teacher upon a petition for such review by any party in interest and confirms or disapproves such action based on an examination of the record of the pupil's behavior.

The decision of the superintendent or superintendent's designee is final and may not be appealed.

Any oral or written notice to the parent of a student who is suspended from school attendance for not more than ten days includes notification of the length of the suspension, information regarding the availability of community-based educational programs, alternative education programs or other educational options, and of the student's right to return to regular school attendance upon the expiration of the suspension. The costs of any community-based educational program or alternative education program or educational option, which is not a part of the educational program offered by the school division, are borne by the parent of the student.

Long-Term Suspension (Policy JGD/JGE)

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

The written notice of a suspension for 11 to 45 school days includes notification of the length of the suspension and provides information concerning the availability of community-based educational, alternative education or intervention programs. Such notice also states that the student is eligible to return to regular school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension is borne by the parent of the student.

A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in Va. Code §§ 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) the School Board or division superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education. Nothing herein shall be construed to prohibit the School Board from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

Expulsions (Policy JGD/JGE)

Pupils may be expelled from attendance at school after written notice to the pupil and his parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board in accordance with the regulations of the School Board. The School Board confirms or disapproves of the proposed expulsion regardless of whether the pupil has exercised the right to a hearing.

The written notice given to the pupil and his parent includes notification of the length of the expulsion and provides information to the parent of the student concerning the availability of community-based educational, training and intervention programs. The notice also states whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his expulsion is borne by the parent of the student.

Nothing in this Policy shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice also advises the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of his expulsion, and of the conditions, if any, under which readmission may be granted.

The School Board establishes, by regulation, a schedule pursuant to which such students may apply and reapply for readmission to school. Such schedule is designed to ensure that any initial petition for readmission will be reviewed by the School Board or the superintendent, and, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the superintendent denies such petition, the student may petition the School Board for review of such denial.

Recommendations for expulsions for actions other than those specified below are based on consideration of the following factors:

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;
- the appropriateness and availability of an alternative education placement or program;
- the student's age and grade level;
- the results of any mental health, substance abuse, or special education assessments;
- the student's attendance and academic records;
- other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not

considered. Nothing in this subsection precludes the School Board from considering any of the factors listed above as “special circumstances” for purposes of expulsions discussed in the following subsections.

Expulsions for Firearms (Policy JGD/JGE)

The School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school- sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this policy, a firearm muffler or firearm silencer or a pneumatic gun as defined in this policy on school property or at a school-sponsored activity. 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 or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may, by regulation, authorize the superintendent or superintendent’s designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student’s expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, mutatis mutandis, to the provisions of this Policy. The provisions of this policy do not apply to persons who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

Expulsions for Drug Offenses (Policy JGD/JGE)

The School Board shall expel from school attendance any student whom the School Board has determined to have brought a controlled substance or imitation controlled substance as defined in Va. Code § 18.2-247 onto school property or to a school-sponsored activity. The School Board may, however, determine, based on the facts of the particular case that special circumstances exist and another disciplinary action is appropriate. In addition, the School Board may, by regulation, authorize the superintendent or the superintendent’s designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student’s expulsion regardless of the facts of the particular situation.

Disciplining Students with Disabilities (Policy JGDA)

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

Long-Term Suspensions, Expulsions or Short-Term Suspensions Which Constitute a Pattern are Long Term Removals and Considered a Disciplinary Change in Placement for the purpose of removing students with disabilities from their current educational placements, a disciplinary change in placement occurs when:

- the removal is for more than 10 consecutive school days at a time; or
- Pattern analysis: there is a series of removals during the school year, each of which is for 10 days or less and they cumulate to more than 10 days in a school year and constitute a pattern because of: the length of each removal, the proximity of the removals to each other, the total time the student is removed, the child's behavior is substantially similar to the child's behavior in the series of removals for previous incidents in the school year, and the pattern analysis determination is made and documented by the administration.

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

A parent may request a due process hearing to challenge the pattern analysis determination. For any disciplinary change in placement, a Manifestation Determination Review ("MDR") must be held and the Individualized Education Program (IEP) team must meet to determine the educational services to be provided during the long-term removal.

Short-Term Suspensions

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

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

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

Admission of Students Suspended or Expelled from another School Division or a Private School (Policy JEC)

A student, who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in Virginia or in another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded from attendance in the Warren County School Division regardless of whether such student has been admitted to another school division or private school in Virginia or in another state subsequent to such expulsion, suspension, or withdrawal of admission upon a finding that the student presents a danger to the other students or staff of the school division after (i) written notice to the student and his/her parent that the student may be subject to exclusion, including the reasons therefore, and notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the superintendent or his designee regarding such exclusion; and (ii) a hearing of the case has been conducted by the superintendent or his/her designee; and the

decision has been to exclude the student from attendance. The student or his parent may file a written petition for review with the School Board within 15 days of notice of the decision of the superintendent or his/her designee. If the School Board grants a review of the record, the decision of the superintendent or his/her designee may be altered.

Alternative Education Program (Policy JGD/JGE)

The School Board may require any student who has been (1) charged with an offense relating to the laws of Virginia, 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 pursuant to Va. Code § 16.1-260.G; (2) found guilty or not innocent of an offense relating to Virginia'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 pursuant to Va. Code § 16.1-260.G; (3) found to have committed a serious offense or repeated offenses in violation of School Board policies; suspended pursuant to Va. Code § 22.1-277.05; or (5) expelled pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or subsection B of Va. Code § 22.1-277, to attend an alternative education program. The School Board may require such student to attend such programs regardless of where the crime occurred. The School Board may require any student who has been found 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 principal or principal's designee may impose a short-term suspension, pursuant to Va. Code § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code § 16.1-260.G, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

Review and Revision of Standards of Student Conduct (Policy JFC)

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

Reporting of Certain Offenses to Law Enforcement Agencies (Policy KNAJ)

Except as may otherwise be required by federal law, regulation or jurisprudence, the principal immediately reports to the local law-enforcement agency all incidents involving alcohol, marijuana, a controlled substance or an imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications that may constitute a felony offense.

Except as may otherwise be required by federal law, regulation or jurisprudence, the principal immediately reports to the local law-enforcement agency all incidents involving

- the sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or § [18.2-48](#), or stalking of any person as described in Va. Code § [18.2-60.3](#), on a school bus, on school property, or at a school-sponsored activity;
- any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;

- the illegal carrying of a firearm, as defined in Va. Code § [22.1-277.07](#), onto school property;
- any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § [18.2-85](#), or explosive or incendiary devices, as defined in Va. Code § [18.2-433.1](#), or chemical bombs, as described in Va. Code § [18.2-87.1](#), on a school bus, on school property, or at a school-sponsored activity; and
- any threats or false threats to bomb, as described in Va. Code § [18.2-83](#), made against school personnel or involving school property or school buses

Except that a principal is not required to but may report to the local law-enforcement agency any incident involving any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity committed by a student who has a disability.

Except as may otherwise be required by federal law, regulation or jurisprudence, the principal may report to the local law-enforcement agency any incident described in Va. Code § 22.1-279.3:1.A that is not required to be reported pursuant to the two previous paragraphs.

Section V: Offenses and Consequences

Certain Offenses require or recommend reporting to law enforcement.

Student Behavior Categories

The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. School personnel will work closely with the student and parent(s) to help improve student behavior at school.

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.

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, or self-awareness skills.

Relationship Behaviors (RB):

These behaviors create a negative relationship between 2 or more people that does not result in physical harm. Relationship behaviors impact 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 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 other competencies so the administrator should investigate the underlying motivation for the student's behavior.

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

competencies.

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

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

Leveled systems of disciplinary responses include instructional, preventive and proactive strategies. The delivery of disciplinary responses will serve 4 key functions:

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

Leveled Administrative Responses to Student Behavior

Administrators and leadership teams will engage in a data-driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions or punishments will also be addressed with instruction and intervention. Instruction will focus on helping students develop the competencies needed to change the behavior. All referrals to an administrator will include communication with the family. Family involvement is critical to addressing student behavior.

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

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)
- Restitution
- Seat change
- Loss of school privileges
- Confiscation of item or device by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- In-class or out of class time out
- In-school suspension with behavioral interventions and academic support

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.

- Student conference
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Community service (appropriate to correct the behavior)
- Schedule change
- Confiscation
- Referral for community-based services
- Temporary loss of privileges
- Restitution
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Referral to support services (e.g., School Counselor, Mentor Program, Intervention Team, IEP Team)
- In-school suspension with behavioral interventions and academic support

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.

- Threat Assessment as indicated by the behavior
- Detention
- Administrator/Teacher/Parent/Guardian Conference
- Community service
- Referral for community-based services
- Restitution
- Revocation of privileges
- In-school suspension with restorative practices
- Short-term out-of-school suspensions (one-three days for elementary students/ one-five days for secondary students)
- Referral to support services (e.g., School Counselor/School Social Worker, Mentor/Leadership/Service Program, Intervention Team, IEP Team)
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP) Development (General Education Students)
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required.

Level 4 Responses: Some Level 4 behaviors require a report to the superintendent or the superintendent’s designee as outlined in the Code of Virginia §22.1-279.3:1. A referral to the superintendent or superintendent’s designee 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.

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Long-term revocation of privileges
- Parent-Administrator-Teacher-Student behavior contract
- Restitution via written contract
- Referral for community-based services
- Schedule change

- Referral to Alternative Education Day Placement
- Short-term out-of-school suspension (for preschool to grade three students one to three days, 4 to 10 days for fourth- to sixth-grade students, or 5 to 10 days for seventh - to twelfth-grade students)
- Recommendation for a long-term suspension as determined by local policy or by Code.
- Referral to support services (e.g., School Counselor/School Social Worker, Mentor/Leadership/Service Program, Intervention Team, IEP Team)

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.

Required School-based Administrative Responses for Level 5 Behaviors:

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

Examples of superintendent or designee responses to Level 5 Behaviors:

- Long-term suspension
- Alternative placement
- Expulsion

ADDITIONAL ACTIONS TO ENFORCE DISCIPLINE

Suspension from School

When a student’s misbehaviors have escalated to a point that the learning program for him or herself and others have been disrupted, suspension is to serve the purpose of teaching the student that there are consequences to behavior and that the student needs to develop responsibility for his/her actions. The suspension should lead to greater parental involvement.

A principal, assistant principal, or, in their absence, any designated teacher (i.e. Dean of Students or lead teacher), may suspend a student from school for violation of the Student Code of Behavior for periods of time of 10 days or less. Except as provided in subsection C of Va. Code 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the superintendent or superintendent’s designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

The length of the suspension will be for a specified period of time and related to specific misconduct. In the event of serious violations of the code of behavior, the principal can suspend the student for 10 days and then recommend to the superintendent that the student be suspended long-term (up to 45 calendar days) or expelled.

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

Expulsion

A student is expelled by action of the School Board and can only be readmitted by the action of the School Board. Unlawful acts which will lead to police notification and may lead to suspension from classes, exclusion from activities, or expulsion include but are not limited to:

- Possession of a controlled substance or imitation controlled substance on school property or at a school-sponsored activity;
- Possession of a firearm on school property or at a school-sponsored activity. This also includes air rifles, as well as BB guns;
- Certain violent acts committed off school property where the student was adjudicated or convicted
- Possession or use of alcohol, illegal drugs, including marijuana, synthetic cannabinoids and anabolic steroids, or drug paraphernalia;
- Selling drugs;
- Assault/battery;
- Sexual assault;
- Arson;
- Intentional injury (bullying, fighting);
- Theft;
- Bomb threats, including false threats against school personnel/school property;
- Use or possession of explosives;
- Possession of weapons or firearms;
- Extortion, blackmail, or coercion;
- Driving without a license on school property;
- Homicide;
- Burglary;
- Sex offenses;
- Malicious mischief;
- Shooting;
- Any illegal conduct involving firebombs, explosive or incendiary devices or materials, hoax explosive devices or chemical bombs;
- Stabbing, cutting or wounding;
- Unlawful interference with school authorities including threats;
- Unlawful intimidation of school authorities; and
- Other unlawful acts including accessory to these or other unlawful acts.

Students with Disabilities

Students with disabilities who violate the Student Code of Conduct, and require a long term suspension may be disciplined to the same extent as non-disabled peers, provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. Prior to any long-term suspension or expulsion, all procedures required under the Individuals with Disabilities Act must be followed. Additionally, students may be disciplined to the same extent as their non-disabled peers if they:

- Carry or possess a weapon to or at school, on school premises, or to a school function under the jurisdiction of a state or local educational agency;
- Knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or

- Inflict serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.

Students may be disciplined and may be placed in an interim alternative educational setting for up to forty-five school days. This option is available without regard to whether a manifestation exists and without parental consent.

A manifestation review committee meeting is required once a student with disabilities is suspended from school for 10 or more days total during the current school year.

Students with Disabilities and Weapons Violations

A student with a disability may be removed without parent consent and assigned to an interim alternative education program for not more than forty-five (45) school days when the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal will not be in excess of any removal imposed on a student without a disability for the same offense. The weapon must meet the following definition: “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 3 inches in length.”

Students With a Disability Under Section 504 of the Rehabilitation Act

Students with a disability under Section 504 of the Rehabilitation Act, and who are currently engaging in the illegal use of drugs or alcohol, may be disciplined for violating the division’s alcohol and drug policies to the same extent as non-disabled students. The student is not entitled to a due process hearing under special education procedures in this circumstance but does retain the protections afforded to regular education students.

Section VI

Bus Conduct and Safety

Bus-Related Conduct

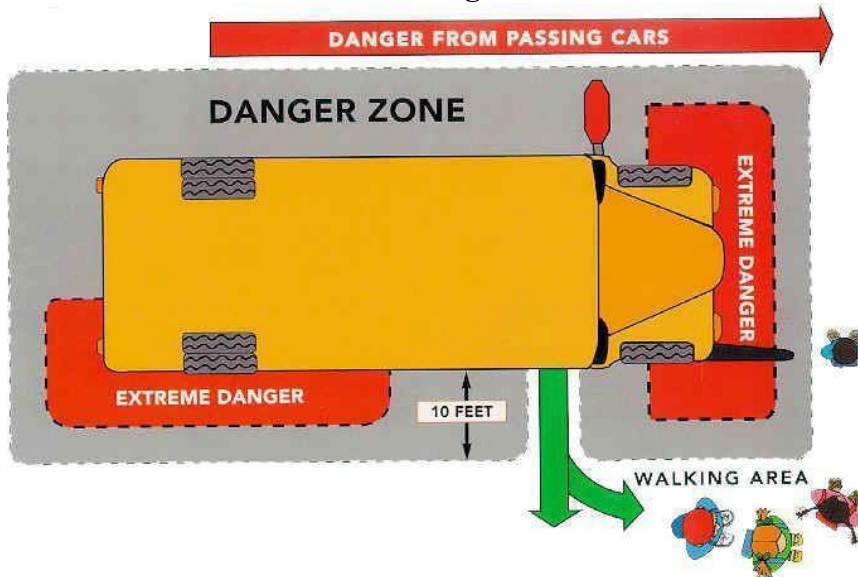
Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Students who become disciplinary problems on school buses shall be reported to the principal and may have their riding privileges suspended. Students are also subject to the same disciplinary action as would be prescribed had the behavior occurred at school.

Expectations for Meeting the Bus:

Pupils must:

- Be on time. Be at the bus stop at least five minutes before the regular pickup time, but no earlier than ten minutes before. Remain at the bus stop until bus arrives.
- Not stand on the traveled portion of the roadway while waiting for bus.
- Not engage in play or other activities that will endanger themselves or their companions while waiting beside the road.
- Not run alongside a moving bus. Wait until it has stopped, then walk to the front door.
- Board bus in an orderly fashion.

- Report immediately to the driver any illness or injury sustained on or around the bus.
- In the event a student drops an item outside the bus DO NOT RETRIEVE IT! Get an adult!
- Be aware of the buses “Danger Zones”



Parents are responsible for their child’s behavior and safety to and from school, at the busstop, and at all school sponsored activities.

Expectations while Riding the Bus:

- Recognize that the bus driver is the authority on the bus; obey the bus driver and be courteous to him or her and to fellow students. The driver has authority to assign seats to maintain discipline or promote safety.
- Go directly to your seat and remain seated until directed by the driver to do otherwise.
- Do not carry on the bus oversized objects that would block the aisle, cause loss of passenger seat space, obstruct the driver’s view, or create a safety hazard.
- Do not sit on textbooks or other objects.
- Be aware that no change will be made in the location of bus stops or bus routing without the approval of the transportation supervisor.
- Ride the bus to which you are assigned. No change in a bus may be made without the permission of the school principal and/or the transportation supervisor. Buses are not to be used as a taxi service.

Expectations for Leaving the Bus:

Pupils must:

- Remain seated until bus comes to a full stop.
- Leave bus in an orderly manner; pupils in the front seats discharge first.
- Leave bus stop area when safety permits as soon as discharged from bus, and not loiter around bus. Cross a highway, if necessary to do so, at the front of bus and at a distance of at least ten feet from bus; **cross only when driver has signaled it is safe.**
- Be aware that if a serious disciplinary problem should occur in the afternoon, the pupil may be delivered to his/her home destination or the nearest public school. The pupil will

not be permitted to ride the bus thereafter until permission is granted by the school principal.

These rules and regulations are for your information and your child's benefit. Bus drivers are instructed to report to the school principal any infractions.

Riding a school bus is a privilege. Should any child be reported to the school principal, the principal will be responsible for the disciplinary action, including loss of the privilege of bus transportation, until the parents, bus driver, and principal can arrive at an understanding. The parents will be responsible for the transportation for any pupils who have lost school bus transportation privileges. A majority of WCPS buses include video surveillance technology.

If we can be of any help with problems relative to the transportation of your child, please contact the school principal, or the Office of Transportation Services (111 E Criser Road, 540-636-2600). Your cooperation in the safe transportation of your child is appreciated.

A state regulation requires you to return a written acknowledgement that you have received a copy of the school-bus-safety rules. Please read, sign and return the acknowledgement page (page 2 of this booklet) to the school principal within the first two weeks of school.

Procedural Guidelines for administering consequences for conduct violations

Initially bus drivers should try to resolve the discipline problem or violation of rules directly with the student(s) involved. Bus drivers will also attempt to confer with parents and request their cooperation in resolving the problem. These actions should be documented by the driver.

Bus Conduct Violations

The expectations for behavior on the school bus correlate to the expectations for behavior in school. Safety for all students riding the bus and the bus driver are the primary considerations when addressing conduct violations.

Violations include but are not limited to:

- Altercation
- Consistently leaning in the aisle
- Defacement of school property
- Destruction of bus seats (must pay for seat repair)
- Disrespect to school employees
- Eating or drinking on the bus
- Extending arms, legs, head, out bus window
- Inappropriate communication/profanity
- Not sitting in assigned seat
- Operation of portable audio equipment (discretion of the driver)
- Physical aggression to driver/school staff
- Possession/Use of illegal drugs
- Possession/Use of weapons
- Public display of affection
- Selling school or non-school related items
- Sitting on knees, textbooks, or other objects
- Tampering with bus or bus equipment that could result injury to self or others

- Throwing objects on or around the bus
- Throwing objects out bus window or throwing objects at bus from the outside
- Unauthorized standing or moving while the bus is in motion
- Unnecessary loud talking, shouting
- Use or possession of tobacco products



Refrigerator Guide to Warren County Public Schools

The first day of school is Wednesday August 9.
The last day of school is Thursday, May 23 and will be an early release.

The following days are “no school for students” days:

Holiday	Monday, September 4
Parent/Teacher Conference	Thursday, September 14
Teacher Workday	Friday, September 15
Teacher Workday	Tuesday, November 7
Holiday	Friday, November 10
Fall Break	Monday, November 20 – Friday, November 24
Winter Break	Friday, December 22 – Wednesday, January 3
Holiday	Monday, January 15
Parent/Teacher Conference	Thursday, February 8
Teacher Workday	Friday, February 9
Holiday	Monday, February 19
Spring Break	Friday, March 29 – Friday, April 5
Teacher Workday	Friday, May 3

**Warren County Public Schools Central Office is located at
210 N. Commerce Avenue, Front Royal, VA 22630.**

Our fax number is (540) 636-4195.

The central office telephone number is: (540) 635-2171.

Superintendent:	x 34236	Asst. Superintendent:	x 34236
Benefits:	x 34240	Finance/Payroll:	x 34256
Personnel:	x34230	Elem/Secondary Instruction:	x 34237
Technology:	x 34248	Finance/Accts Payable:	x 34257
Food Services:	631-0040	Maintenance:	631-0040
Transportation:	636-2600	Special Services:	635-2725

The superintendent or designee may order the closing, delay in opening or early dismissal of any or all schools in order to protect the safety and welfare of students and staff. During adverse or emergency conditions, the following radio and cable television stations will be notified: *The River 95.3 FM, WFTR 1450 AM, WINC 92.5 FM, Q102.102.5 FM, WFQX 99.3 FM, WAPP 104.9 FM, WBPP 105.5 FM, WHSV TV Channel 3, WRC-TV Channel 4, WTTG-TV Channel 5, WJLA-TV Channel 7, and WUSA-TV Channel 9.* Information will be announced on the WCPS Information Line that can be accessed by dialing (540) 635-2171, x 9. Also information will be placed on our website at www.wcpsva.org

Teacher:

My child is in grade _____

My child’s teacher is _____

Room number _____

The phone number is _____

Bus Information:

Bus driver _____

Bus number _____

Pick-up time _____

Drop-off time _____

Phone number for transportation: 540-636-2600

School Contact Information:

- ASR – 635-4556 (Ms. Layman, Principal)
- EWM – 635-4188 (Ms. Knox, Principal)
- HJB – 622-8090 (Ms. Taubengerger, Principal)
- LFK – 635-3125 (Ms. Vacca, Principal)
- RJES – 636-6824 (Ms. Helmick, Principal)
- SMS – 636-0909 (Dr. B. Johnston, Principal)
- WCMS – 635-2194 (Dr. C. Johnston, Principal)
- SHS – 631-0366 (Ms. Sperling, Principal)
- WCHS – 635-4144 (Mr. Knesh, Principal)
- BRTC – 635-7123 (Mr. Gregg, Director)
- BF/DM – 635-2725 (Ms. Vernazza, Principal)

Report Cards & Parent Conference Dates

- Sept 7 Interim reports issued**
- Oct 11 End of first grading period**
- Oct 18 Report cards issued**
- Nov 13 Interim reports issued**
- Dec 21 End of second grading period**
- Jan 10 Report cards issued**
- Feb 6 Interim reports issued**
- Mar 12 End of third grading period**
- Mar 19 Report cards issued**
- Apr 19 Interim reports issued**
- May 23 End of fourth grading period**
- May 28 Report cards issued**

During the month of October, teachers will document conversations with each parent(s) for each student they teach. There is no designated Parent/Teacher Conference date.

School Breakfast and Lunch Information

Breakfast and lunch are served daily at all Warren County Public Schools. All students will receive breakfast and lunch at no charge. Questions regarding school meals should be referred to the Food & Nutrition Services Manager at (540) 631-0040.