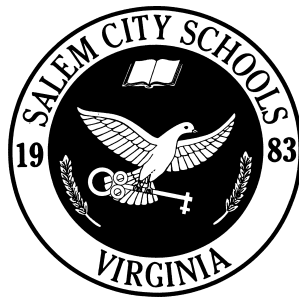


SALEM CITY SCHOOLS

**PLAIN ENGLISH SUMMARY OF THE
STANDARDS OF STUDENT
CONDUCT FOR GRADES K-5**

**STUDENT RESPONSIBILITIES
AND RIGHTS**



Love, Engage, Inspire!

SCHOOL BOARD MEMBERS

Mr. Andy Raines, Chairman

Mrs. Teresa Sizemore, Vice Chair

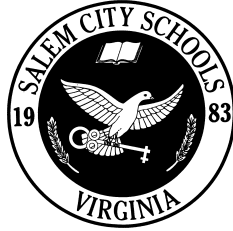
Mrs. Stacey Danstrom

Mrs. Macel Janoschka

Mr. Chris King

Dr. Curtis Hicks, Superintendent

Salem City Schools does not unlawfully discriminate on the basis of race, color, national origin, disability, gender, or age in employment or in its educational programs and activities.



CITY OF SALEM SCHOOL DIVISION

Dear Parents and Students,

Each year the City of Salem School Board distributes a copy of the *Standards of Student Conduct* to all students. These *Standards* set forth the rules and regulations concerning student conduct. Over time, the *Standards* have become increasingly complex because of legal procedures and notices that the Board is required to include in the *Standards*.

The publication that you are reading is our attempt to summarize the *Standards* in plain language. It is intended for use by students in kindergarten through fifth grade and their parents. We believe you will find it to be a more useful version of the *Standards*, as it uses normal, everyday English to explain students' responsibilities and rights in school.

The Board and I urge you to read the summary carefully and to discuss it with one another. If you have questions about the information in it, please call your school principal or my office. We would also like to know if you find this version of the *Standards* valuable and would welcome any comments about it.

Because of the legal requirements mentioned earlier you are also receiving a complete copy of the actual *Standards of Student Conduct; Administrative Procedures; and Required Notices*. This booklet contains several notices required by the State Board of Education and various code sections of the Code of Virginia. If any discrepancy exists between statements in this document and the *Standards*, the *Standards of Student Conduct* will take precedence. I would suggest that you review the *Standards of Student Conduct* and place it in a safe place along with this summary so that both will be readily available for reference should you ever need them.

We pledge to do our best to ensure that Salem City Schools are safe and secure places for children to learn, for parents to visit, and for employees to work. We ask that you help us to do so. Thank you for your cooperation and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Curtis Hicks".

Curtis Hicks
Superintendent of Schools

In my education...

I have a responsibility to come to school each day prepared to learn.

This means that I will:

- Enter class on time every day with my materials.
- Complete assignments.
- Respect personal and school property.
- Do my best.

I have the right to learn in school.

This means that:

- No one will be allowed to yell or make loud noises to interrupt my learning.
- I will use books and supplies the school provides me.
- No one will be allowed to call me names because of the way I learn.

In my school...

I have a responsibility to keep my school safe for everyone. This means that I will:

- Follow school and class rules.
- Keep my hands, feet, and possessions to myself and not touch others in ways that may offend them.
- Not bring anything to school that could hurt others.
- Report things that are unsafe to an adult in school.
- Not touch other people's property without asking first.
- Take care of my possessions.
- Cooperate with my teacher, principal, and other school helpers.

I have the right to be safe in my school. This means that:

- No one will hit me or pinch me.
- No one will kick me or push me.
- No one will hurt me or touch me in any way that makes me feel bad.

In expressing myself...

I have a responsibility to listen to others and follow directions. This means that I will:

- Use proper and appropriate language.
- Listen carefully when others are speaking.
- Respect the ideas of others.
- Be neat and clean.

I will dress appropriately. That means that I will not wear clothing that has:

- Pictures or words about alcohol, drugs, or tobacco.
- Curse words or bad language.
- Pictures that show weapons or violent conduct.

I have the right to hear and be heard in my school. This means that I will:

- Be able to express my feelings and ideas respectfully without being interrupted or punished.
- Be able to recite the Pledge of Allegiance and observe one minute of silence.

Respect

I have a responsibility to respect myself and others. This means that I will:

- Treat others the way I want to be treated.
- Not tease others, laugh at others, or hurt other's feelings.
- Help others.
- Treat others fairly.
- Take turns.
- Be polite, respectful, and honest.

I have the right to be happy, to be myself, and to be treated with respect in my school. This means that:

- No one will be allowed to laugh at me or hurt my feelings on purpose.
- No one will treat me unfairly because of:
 - The color of my skin.
 - The way I look.
 - The way I speak.
 - My religious beliefs.
 - My country of origin.
 - How well I learn.

Standards of Conduct

All students are expected to be good citizens. Students may be disciplined if Salem City Schools rules and regulations are not followed. These rules will be enforced while students are in school or on school property, on a school bus or other school vehicle, while participating in or attending any school-sponsored activity on or off school property, on a school trip, or on the way to and from school. Good citizenship behavior includes, but is not limited to the following:

Good Citizens:

- A. Listen to their teachers. They raise their hands, wait for their turns, and obey the school and classroom rules.
- B. Do not fight or hurt other students.
- C. Never take things that belong to another person or to the school.
- D. Never damage school property.
- E. Stay in school during school hours and do not trespass after school hours.
- F. Do not play games for money.
- G. Do not use any portable communication devices, such as beepers or cell phones in school.
- H. Do not have or smoke cigarettes or any product made from tobacco in school, on school grounds, or on school buses. Matches and lighters are not allowed in school, on school grounds, or on school buses.
- I. Do not curse or use bad language or gestures.
- J. Do not tease or hurt anyone's feelings because that person is different. (Ways in which we are different would include skin color, the way we look, the way we speak, how we learn, or whether we are a boy or girl.)
- K. Do not bring laser pointers to school.
- L. Never create a disturbance during any school activity by yelling or screaming.
- M. Do not damage the school, start a fire, or say or write that they are going to bomb, burn, or destroy in any way a school building or property.

- N. Never use or bring fireworks to school.
- O. Use their own words; they do not copy other people's work. They do not sign someone else's name; cheat on school work, homework, or tests; or steal someone else's work (which includes copying from books or homework).
- P. Come to school every day, on time, unless they are sick or have an excused absence.
- Q. Do not damage computers or use them without an adult's permission and supervision.
- R. Never wear clothing that displays or advertises alcohol, tobacco, or other drugs or bad language.
- S. Never wear clothing that interferes with or disrupts the educational environment.
- T. Never hit, threaten, or touch any person in a way that might make them feel bad.
- U. Never use, bring, give away, or sell alcohol or other drugs or look-alike drugs while in school or on school property.
- V. Never use, bring, give away, or sell any drug in school that a doctor says they should use but they do not have permission to use in school.
- W. Never use, bring, give away, or sell any drug while in school that they can buy in a store.
- X. Never bring to school any gun, look-alike gun, knife, or any other weapon, or use or have explosives or look-alike explosive devices.
- Y. Never physically hurt another student.

STUDENT BEHAVIOR CATEGORIES

The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional development and emphasize the importance of helping students achieve academically and develop Social Emotional Learning SEL competencies.

Behaviors that impede Academic Progress (BAP)	These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.
Behaviors related to School Operations (BSO)	These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.
Relationship Behaviors (RB)	These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.
Behaviors that Endanger Self or Others (BESO)	These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

The categories are a means to sorting behaviors in order to apply 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 intervention should include opportunities for learning acceptable replacement behaviors within the school and community and access to interventions to address the underlying causes of behavior.

Delivering disciplinary responses to unwanted behaviors is often a needed but never sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of more comprehensive policy around behavior that includes instructional, preventive and proactive strategies as described earlier in this document. The delivery of disciplinary responses should only serve 4 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 social emotional harm to others

Leveled Administrative Responses to Student Behavior

Administrators and leadership teams should engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions or punishment should always be addressed with instruction and intervention. Instruction should focus on helping students develop social emotional competencies needed to change the behavior.

All referrals to an administrator should 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
 - Seat Change
 - Recognize/Reward appropriate behavior
 - Loss of school privileges
 - Written reflection or letter of apology
 - Confiscation of item or device by the administration
 - Peer mediation or conflict resolution
 - Administrator/Teacher/Parent/Guardian conference
 - Behavior progress chart
 - Detention (before school, at lunch, after school)
 - Community service (appropriate to correct the behavior)
 - Administrator/Student conference and/or Administrator/Student/Teacher conference
 - Restitution
 - In school suspension (up to 2 days) with behavioral instruction and academic support
 - Schedule change
 - Teacher removal from class
-

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 conferece
 - Administrator/Teacher/Parent/Guardian conference
 - Check-in/Check-out
 - Mediation or conflict resolution
 - Detention (before school, at lunch, after school)
 - Referral to IEP (individualized education plan) team
 - Schedule change
 - Community service (appropriate to correct the behavior)
 - Referral for community based services
 - Saturday School
 - Restitution
 - Confiscation
 - Temporary loss of privileges
 - Removal from school bus
 - Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
 - In-school suspension with behavioral interventions and/or restorative practices (one-three days)
-

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.

- Administrator/Teacher/Parent/Guardian Conference
 - Detention
 - Referral for community-based services
 - Community Service
 - Revocation of privileges
 - Restitution
 - Referral to alternative education programs
 - Referral to law enforcement where required
 - In-school suspension with restorative practices (three-five days ISS or 3 days OSS)
 - Referral to support services (e.g, School counselor, Behavior interventionist, Mentor Program, Problem Solving Team, Therapeutic Day Treatment-TDT, Substance Use and Intervention Program)
 - Functional Behavioral Assessment-FBA and Behavior Intervention Plan-BIP Development (Special Education Students)
 - Functional Behavioral Assessment-FBA and Behavior Support Plan-BSP Development (General Education Students)
 - Short-term out of school suspension (one-three days for elementary students/one-five days for secondary students) with restorative circle or conference upon return
 - Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
-

LEVEL 4 RESPONSES

Some Level 4 responses require a report to the superintendent or superintendent's designee as outlined in the Code of Virginia §22.1-279.3:1. Local school board policy may require additional reporting. 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 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
- 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
-

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 Administration Responses to 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 behavior

- Long term suspension (11 to 45 days as defined by HB1600 in 2018)
- Alternative placement
- Expulsion
- School reassignment: students may be assigned to another school in the division

§ 22.1-276.01 Definitions. 'Short term suspension' means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

§22.1-277 Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three 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 local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

§22.1-276.01 as amended by House Bill 1600 Approved March 23, 2018 'Long term suspension' means any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitute suspension.

Except as provided in subsection C or § [22.1-277.07](#) or [22.1-277.08](#), no student in preschool through grade three shall be 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 local school board or the division superintendent or his

designee finds that aggravating circumstances exist, as defined by the Department.

Elementary Schools Leveled Responses to Student Behaviors

Elementary Schools Leveled Responses to Student Behaviors

Behavior Code	Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
BAP1	Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	x						
BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class, etc.)	x						
BAP3	Scholastic dishonest (such as cheating, plagiarism)	x						
BAP4	Unexcused tardiness to class	x						
BAP5	Unexcused tardiness to school	x						

Behavior Code	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
BSO1	Altering an official document or record	x						
BSO2	Giving false information, misrepresentation to staff	x	x					
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	x	x	x				
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	x	x					
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	x	x	x				
BSO7	Dress Code Violation	x	x					
BSO8	Gambling (games of chance for money or profit)	x	x					
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	x	x					
BSO10	Possession of stolen items	x	x	x				Yes
BSO11	Unauthorized use of school electronic or other equipment	x	x					
BSO12	Violation of the Acceptable Use of Technology/internet policy	x	x					
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	x	x					
BSO14	Vandalism, graffiti or other damage to school or personal property	x	x	x				
BSO15	Student is not going to class assigned	x	x	x				
BSO16	Student is in an unauthorized area of the campus (This behavior cannot be	x	x					

Behavior Code	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
	related to school or class attendance/nonattendance)							

Behavior Code	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) Elementary Schools	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	x	x					Yes
RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)			x	x			Yes
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means	x	x					
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	x	x	x				
RB5	Stealing money or property without physical force	x	x	x				Yes

Behavior Code	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.) Elementary Schools	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
RB6	Speaking to another in an uncivil, discourteous manner	x	x					
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	x	x					
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	x	x					
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	x	x	x				Yes
RB10	Failure to respond to questions or requests by staff	x	x					
RB11	Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	x	x	x				

Behavior Code	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol	x	x	x			x	
BSC2	Alcohol: Distributing alcohol to other students		x	x	x		x	
BSC3	Drugs: Possessing drug paraphernalia	x	x	x				
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look alike	x	x	x				

Behavior Code	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
	drug policy							
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia ,electronic cigarettes, vaping equipment		x	x				
BSC6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.			x	x			Yes
BSC7	Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			x	x	x		Yes
BSC8	Harassment: Repeatedly annoying or attacking a student or group of students or personnel creating an intimidating or hostile educational or work environment	x	x	x				Yes
BSC9	Bus: Distracting the bus driver	x	x					
BSC10	Bus: Endangering the safety of others on the bus	x	x					
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm		x	x				
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	x	x	x				
BSC13	Engaging in reckless behavior the creates a risk of injury to self or others	x	x	x				
BSC14	Fighting that results in no injury as determined by the administration	x	x	x				
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	x	x	x				

Behavior Code	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	x	x					
BSC17	Shoving, pushing, striking, biting another student with no visible injury	x	x	x				
BSC18	Exposing body parts, lewd or indecent public behavior	x	x	x				Yes
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	x	x	x				Yes
BSC21	Stalking as described in the Code of Virginia section 18.2-60.3	x	x	x			Yes	Yes
BSC22	Stealing money or property without physical force (no weapon involved)	x	x					Yes
BSC24	Leaving school grounds without permission	x	x	x				
BSC25	Trespassing		x	x				
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another	x	x	x				
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by §18.2-308.1 .				x	x	Yes	

'Weapons' includes: (a) any stun weapon (as defined in Virginia Code §18.2-308.1) or taser, (2) any knife having a folding metal blade three inches or longer, (3) any pistol, shot gun, revolver, rifle, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material, (4) any dirk, bowie knife, switchblade, ballistic knife, machete, razor, slingshot, spring stick, metal knuckles, or blackjack, (5) 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 nunchahka, nun chuck, nunchaku, shuriken, or fighting chain, (6) any disc of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and may be known as a throwing star or oriental dart; or (7) any weapon of like kind as those enumerated above that can be reasonably be considered a weapon so as to inflict bodily harm, injury, or threat of harm or injury (this may include toy or imitation weapons).

Behavior Code	Category E: 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. Elementary Schools	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
BESO1	Assault: Intending to cause physical injury to another person	x	x	x				Yes
BESO2	Assault and Battery: Causing physical injury to another person			x	x	x	Yes	Yes
BESO3	Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	x	x	x				
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	x	x	x	x		Yes	Yes
BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications			x	x	x	Yes	
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications			x	x	x		
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications			x	x	x	Yes	
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		x	x	x		Yes	
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	x	x	x	x			
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6 .	x	x					Yes
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members (not including written threats)	x	x	x	x			Yes
BESO13	Threatening, intimidating, or instigating	x	x	x	x			Yes

Behavior Code	Category E: 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. Elementary Schools	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Victim count required
	violence, injury or harm to another student(s) or other(s), (not including written threats)							
BESO14	Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.				x	x	Yes (See Below) Yes (report if victim is a staff member)	Yes
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel					x	Yes	Yes
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others	x	x	x			Yes	Yes
BESO17	Bomb threat –Making a bomb threat as described in §18.2-83	x	x	x	x		Yes	Yes
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth’s laws, but required to be disclosed to the superintendent of the school division pursuant to §16.1-260 (G)						(Police report to division)	



Disciplinary Procedures

The principal, or another adult acting at the principal's request, shall have the responsibility and authority to exercise reasonable judgment in assigning the appropriate consequences for student misbehavior or violation of the Standards of Student Conduct. Each student has the right to present his or her view of the problem when the principal is determining the facts and imposing penalties.

The following disciplinary actions are among those that can be taken:

- A. Talk to the student concerning his or her responsibilities.
- B. Reprimand the student and notify parents.
- C. Require the student to stay after school. Schools will notify parents of after-school detention.
- D. Suspend the student from extracurricular activities for a set period of time.
- E. Remove the student from the regular class and assign him or her to a restricted location. You may be removed from class if:
 - 1. you keep other students from learning.
 - 2. your teacher or principal has tried to help you and your behavior did not improve.
 - 3. your behavior violates the Standards of Student Conduct.If you are removed from class, a letter will be sent to your parents reporting your behavior.
- F. Remove the student from school.
 - 1. Suspension – suspension means you won't be allowed to come to school until the principal says you can come back.
 - 2. Expulsion – expulsion means you cannot ever return to school in Salem unless specifically permitted by the Salem School Board. Your principal must suspend you from school and must recommend you for expulsion if:

- You bring weapons, explosives, or other dangerous instruments to school.
 - You bring alcohol or other drugs or look-alike drugs to school.
3. Student's Rights
You will have a chance to talk about what happened before your principal decides what to do about your behavior. Your parents will also be able to talk with the principal.
4. School Record
If you are suspended or recommended for expulsion, a file will be kept at the school and will go with you to your next school.

Parents' Note: The Code of Virginia requires that you sign the Parental Statement of Receipt in the Standards of Student Conduct booklet and return it to your child's teacher.

A Simple Reminder: Character Counts in Salem City Schools

Trustworthiness

- Be honest

Respect

- Treat others the way you would like to be treated

Responsibility

- Do what you are supposed to do

Fairness

- Play by the rules

Caring

- Be kind

Citizenship

- Do your share to make your school and community better