



Prince Edward County Public Schools

2017 – 2018

Code of Conduct

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July, 2017

Dear Parents and Guardians:

As a recipient of the 2017 *Distinction of Implementation - Classrooms Not Courtrooms Award*, Prince Edward County Public Schools (PECPS) continues to be committed to supporting not only the academic efforts of our children, but also to providing a comprehensive and consistent environment that undergirds their emotional and social development. To that end, the 2017-2018 PECPS *Code of Conduct* has been revised to reflect the support and engagement of our teachers, administrators and parents so that our children grow to be scholarly, responsible, civic leaders.

Grounded in the Virginia Tiered Systems of Support (VTSS), the *Code of Conduct* is responsive to student developmental needs while ensuring appropriate responses to student behaviors. The document, which was developed by a division-wide committee, includes teacher and community input, as well as institutional "lessons learned". Further, it continues to place student and school safety at the forefront of disciplinary decisions.

A safe and supportive environment is fundamental to education and a basic expectation for Prince Edward County Public Schools. Research-based and thoughtfully constructed, the consistent implementation of the PECPS *Code of Conduct* is another tool for our soaring journey to excellence.

If you have any questions regarding the 2017-2018 *Prince Edward County Code of Conduct*, please contact your child's school. Thank you for your continued support for our children.

Respectfully,

Barbara A. Johnson

Barbara A Johnson, Ed. D.
Superintendent

The Prince Edward County Public Schools Code of Conduct 2017-18 was written in accordance with the policies of the Prince Edward County Public Schools' Board (the Board), including Section J - Students, and Virginia law and regulations. The Code of Conduct was developed to provide consequences that match the severity of an incident, while also focusing on ways to redirect behavior and teach students appropriate responses and behaviors. All members of the school community, including students, parents and guardians, principals, school staff, and the district office, have rights and responsibilities that support a strong and safe school community. Disciplinary responses focus on promoting positive relationships, intervention strategies, and the use of suspensions only as a disciplinary measure of last resort to minimize the amount of time that students spend out of the classroom.



School Climate and Culture

Prince Edward County Public Schools define school climate as the elements in a school related to effective leadership, positive relationships, engaging teaching and learning, welcoming physical environment, and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take meaningful steps to improve school climate.

Schools with a positive climate and culture have

- Effective leadership that creates and communicates clear expectations and is accessible and supportive of school staff and staff development
- Positive relationships with all stakeholders—students, parents, teachers/staff, school police, and community partners
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective communication among schools, parents, and communities
- Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

Code of Conduct 2017-2018 Expectations for Student Behavior

The Code of Conduct 2017-2018 is based on three principles that articulate Prince Edward County Public Schools' expectations for student behavior while at school or school-related activities:

- Be Respectful
- Be Responsible
- Be Safe

If students abide by these principles, the learning environment in all schools will be strengthened.

The interventions contained in this document aim to teach appropriate and alternative behavior so that students can learn and demonstrate safe, respectful, and responsible behavior. The examples are neither all-inclusive nor required to be exhausted. The PBIS (Positive Behavior Interventions and Supports) philosophy of Prince Edward County Public Schools is based on the premise that student behavior can be changed by focusing on the positives.

Application of the Code of Conduct

The Code of Conduct applies to students at all times while they are on Prince Edward County Public Schools property, at any school-sponsored activity, including field trips, and while traveling to and from school, and any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by the Prince Edward County Public Schools or its Code of Conduct. However, we recognize that some incidents that occur off school grounds may seriously affect school safety and school climate. In those cases, Prince Edward County Public Schools may implement intervention or disciplinary responses based on their impact on school safety and school climate.

Students with Disabilities

Prince Edward County Public Schools recognize that additional steps must be taken when students with disabilities are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is a direct or substantial relationship to the student's disability), conducting Functional Behavioral Assessments and developing Behavioral Intervention Plans. Prince Edward County Public Schools are committed to reducing the disproportionate number of suspensions given to students with disabilities.

Commitment to Nondiscrimination

Prince Edward County Public Schools are committed to using this code fairly and without discrimination based on a student's Individualized Education Program (IEP), 504 plan, race, ethnicity, national origin, gender, sexual orientation, or religion.

Role of School Safety and Resource Officer

The Prince Edward County Public Schools Police partnership exists to support school administrators in establishing positive school climates that enable students to receive quality instruction in an engaging learning environment that is safe and orderly. Officers work to build positive relationships with students, thereby reducing school violence, improving school and law enforcement collaboration, and improving perceptions and relations among students, staff, and law enforcement.

School administrators handle normal disciplinary interventions for students' behavioral infractions. The necessity and appropriateness of police involvement varies with the circumstances of each incident; however, school police are to be informed as identified in the Code of Conduct or when the school community anticipates imminent threat or danger. School police will not be involved in matters of routine discipline, as police intervention is designed to be exercised as a last resort. If imminent threat or danger cannot be abated and it is determined that police intervention is necessary to resolve the situation and determine a

disciplinary response, students should be afforded all relevant due process rights guaranteed under federal, state, and local law.

Definitions of Disciplinary Responses

When students are disruptive or act inappropriately, school staff and principals should respond rationally, appropriately, and consistently. The Code of Conduct 2017-18 describes three levels of possible response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment (as described in the following list) may be necessary. In these cases, the goal of Prince Edward County Public Schools is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused. Out-of-school discipline should be used as a last resort, after other interventions have been utilized.

In-school suspension: The exclusion of a student within the school building from his or her regular education program for up to, but not more than, three days per incident, and no more than ten days per semester.

Short-term suspension: The removal of a student from school for up to ten days.

Long-term suspension: The removal of a student from school for 11 to 364 school days.

Expulsion: The removal of a student from his or her regular school program by the Prince Edward School Board Disciplinary Committee for more than 365 school days. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior and the student's presence in school constitutes an imminent threat of serious harm to other students or staff. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.

Alternative educational placement: A site that enables students in general education to receive the services needed to progress toward meeting their behavioral goals. Students should receive, as appropriate, behavioral intervention services to address the behavior violation that resulted in the alternative educational placement.

Alternative School (New Horizons Academy): A school site that enables students in general education to receive the services needed to progress toward meeting their behavioral goals. Students should receive, as appropriate, behavioral intervention services to address the behavior violation that resulted in the alternative educational placement.

Student and Parent Rights with Respect to Suspensions

Listed below are the procedures that must be followed in cases of suspension. To speak with a Prince Edward County Public Schools staff member regarding suspension and expulsion procedures, call the individual school.

Prince Edward County Elementary School – (434) 315-2110

Prince Edward County Middle School – (434) 315-2120

Prince Edward County High School – (434) 315-2130

- Parents must be provided written notification any time their children are removed from the classroom or school for disciplinary reasons. Diligent efforts should also be made to contact parents by telephone.
- Students will have a conference with the principal or his/her designee when they are removed from the classroom or school for disciplinary reasons.
- Students will be given an opportunity to tell their side of the story before a decision is made to place them in in-school, short-term, long-term, or extended suspension.
- Schools will provide parents with a list of community resources.
- Students will be allowed to make up classwork for full credit and without penalty when they are excluded from school. Each school shall assign a school staff liaison between the suspended student and his or her teachers to support this process. Teachers are required to provide students all daily classwork and assignments and must correct and return all completed work to students on a weekly basis. Students are responsible for completing make-up work in a timely manner.

The school must submit a written report to the Superintendent when recommending an extended suspension or expulsion. A suspension conference will be scheduled at the district office for students and parents within 10 school days of the first day of removal. In accordance with Board policy, students and parents have a right to appeal an extended suspension (longer than 10 days) or expulsion decision after this conference has occurred.

Due Process Procedures

In cases of code of conduct violations, the steps of the due process procedure are as follows:

1. Once the administration has made a decision, you and your parent/guardian have the right to appeal the decision to the Principal and, later, to the Division Superintendent.
2. Should you not agree with the Superintendent's decision, you may appeal to the Student Affairs Committee of the School Board of the Prince Edward County School Board.

NOTE: SEE APPENDIX B FOR APPEAL PROCESS

*For an appeal to be effective, your parent must explore the situation with a school administrator. The administrator will document that an appeal has been initiated at the school level; only then can an appeal be entertained for a hearing at a higher level.

Information pertaining to disciplining students with disabilities may be found in the Virginia Department of Education resource, Regulations Governing Special Education Programs for Children with Disabilities in Virginia (https://www.doe.virginia.gov/special_ed/regulations/st ate/regs_speced_disability_va.pdf)

Students may be admitted to school on the assigned reinstatement date regardless of whether parents have attended a conference with the school principal.

Students should never be sent home from school due to behavior without a formal suspension. If your child comes home prior to the end of the school day without a letter informing you of the reason for and the length of the suspension, immediately contact the school.

If you are called to the school for a conference and your child is not suspended, your child must stay in school for the remainder of the school day to avoid being considered absent.

Levels of Intervention and Disciplinary Response

The categories shown are designed to guide administrators in using progressive interventions and responses to teach and motivate students to change their behaviors.

LEVEL 1

Classroom interventions and responses

These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

- Contact parent via telephone, email, or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Parent or guardian accompany student to school
- Daily progress sheet on behavior
- Establish buddy teacher system
- Loss of classroom privileges
- Teacher or student conference

Student Support Team interventions and responses

These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or guardian notification
- Restorative practices
- Mentoring
- Peer mediation
- Referral to IEP or 504 team
- IEP meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health clinic
- Referral to appropriate after-school program
- Service to school/Restitution
- Conflict resolution
- Community mediation
- Short-term behavioral progress reports
- Referral to community organization
- Development of student support team plan

LEVEL 2

Intensive support and administrative staff interventions and responses

These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Parent or guardian notification
- Change in schedule or class
- Restorative practices
- Loss of privileges (extra-curricular activities, etc.)
- Restitution
- Detention
- Conflict resolution
- Mentoring
- Assignment of work/projects
- Peer mediation
- Reprimand by appropriate administrator
- Referral to student support team
- Development of FBA and BIP
- In-school suspension
- Referral to substance abuse counseling

LEVEL 3

Suspension and referral responses

These interventions may involve the removal of a student from the school environment for up to ten days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification
- Short-term suspension (one to ten days)
- Restorative practices
- Referral to student support team
- Development of FBA and BIP
- Referral to substance abuse counseling
- Referral to community organization (e.g., mentoring programs)

LEVEL 4

Long-term suspension and referral responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others.

- Parent or guardian notification
- Long-term suspension (11 to 364 days)
- Expulsion (365 days)
- Development of FBA and BIP
- Restorative practices
- Alternative educational placement or alternative educational setting as determined by Prince Edward County Public Schools Student Affairs Committee
- Referral to substance abuse counseling
- Permanent expulsion for serious offenses, as outlined in policies and regulations

Inappropriate or Disruptive Behavior and Levels of Response

Guidance	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes	
<p>Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.</p> <p>Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others.</p> <p>Level 3 Short-term suspension and referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.</p> <p>Level 4 Long-term suspension, expulsion and referral May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.</p>	Absences (A1T)							
	Unexcused absence from school	•						
	Persistent or excessive absences from school	•	•					
	Habitual truancy (i.e., unlawful absence from school for a number of days in excess of 8 days in any quarter, 15 days in any semester, or 20 days in a school year)	•	•					
	Academic Dishonesty (S2V)							
	Cheating, Plagiarizing, etc.	•	•					Students in MS and HS will receive a failing grade for that assignment
	Alcohol (AL1)							
	Under the influence			•	•	•		School staff is required to refer students to appropriate substance abuse counseling and notify medical personnel.
	Using or possessing			•	•	•		
	Distributing or selling				•	•		
	<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. 							

Guidance	Disruptive or Inappropriate Behavior						Notes
	Level 1	Level 2	Level 3	Level 4	School Police Informed		
<p>In cases where a range of possible levels of response are indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.</p>	Attack on Student (BA)						
	No visible physical injuries (including incidents of domestic violence or relationship disputes)		•	•		•†	For example, hitting, kicking, or punching another student without warning or provocation.
	Bodily injury for pre-k to grade 4		•	•			
	Bodily injury for grades 5 to 12		•	•	•	•	
	Two or more persons intentionally attacking a student, grades pre-k to 1	•	•	•			
	Two or more persons intentionally attacking a student, grades 2 to 12			•	•	•	
	Bomb Threat (BB1)						
	Pre-k to grade 1	•	•	•			
	Grades 2 to 4		•	•	•	•	
	Grades 5 to 12				•	•	
	<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. † For domestic violence only. 						

Guidance Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes
Bullying, Including Cyberbullying and Gang – Related Incidents (BU1, BU2, GA1)							
Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others.	Intentional conduct (including verbal, physical, or written conduct or electronic communication) that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school	•	•	•	•	•	Bullying incidents should be reported by submitting the bullying report form (included in this booklet) to the school; schools are required to report and investigate all bullying incidents, and parents/students can expect a response within two days of submitting a report
Level 3 Short-term suspension and referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.	Serious bullying (i.e. repeatedly over time engaging in intentional negative behaviors that adversely affect another student or students' ability to participate in or benefit from a school's education or extracurricular programs)		•	•	•	•	
Level 4 Long-term suspension, expulsion and referral May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.	Recording or publishing a fight or other disturbance	•	•	•		•	
Bus Violations (S3V)							
	Minor disruption on the bus (e.g. eating, drinking, being too loud, standing)	•	•				
	Serious disruption on the bus		•	•	•	•	
Class Cutting (S3V)							
	Failure to attend a scheduled class or leaving school without permission during the school day	•	•	•			
<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. 							

Guidance	Disruptive or Inappropriate Behavior		Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes
	<p>In cases where a range of possible levels of response are indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.</p>	Classroom Disruption (D5C)						
Talking out in class or talking out of turn, picking on or teasing other students and other behavior that detracts from student learning		•	•					
Serious classroom disruption that directly affects the safety of others (e.g. throwing harmful items, turning over tables, or disrupting a fire or safety drill)		•	•	•	•	•		
Defiance of Authority and/or Insubordination (D2C)								
Failure to follow directions		•	•					
Failure to respond to school staff questions or requests		•	•	•	•			
Disrespectful Behavior (D1C)								
Making inappropriate gestures, symbols, or comments, or using profane or offensive language		•	•	•				
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff.		•	•	•				
<ul style="list-style-type: none"> Expulsions may be permanent for serious offenses. 								

Guidance	Disruptive or Inappropriate Behavior		Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes	
	<p>Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.</p> <p>Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others.</p> <p>Level 3 Short-term suspension and referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.</p> <p>Level 4 Long-term suspension, expulsion and referral May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.</p>	Dress Code Violation (S1V)							
Violating Prince Edward County Public Schools' Dress Code		•	•	•					Refer to Appendix C for the specific school level dress codes.
Drugs or Controlled Substances (DR)									
Under the influence				•	•	•			Applicable at school, at school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; school staff is required to refer students to appropriate substance abuse counseling and notify medical personnel.
Using or possessing				•	•	•			
Distributing or selling						•	•		
Extortion (EX1)									
Pre-K to grade 1		•	•						For example, taking or attempting to take money or property from another by threat or force, express or implied.
Grades 2 to 4			•	•					
Grades 5 to 12				•	•	•			
<ul style="list-style-type: none"> Expulsions may be permanent for serious offenses. 									

Guidance	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes
<p>In cases where a range of possible levels of response are indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.</p>	False Activation or a Fire Alarm (BO4)						
	Pre-k to grade 1	•	•	•			
	Grades 2 to 4		•	•	•	•	
	Grades 5 to 12				•	•	
	Fighting (FA2)						
	Physical aggression with another students (e.g., shoving or pushing)	•	•				
	Fighting (may include incidents resulting in minor injuries)		•	•	•	•	
	Fire Setting/Arson (AR1)						
	Attempting to set, aiding in setting, or setting a fire				•	•	
	Gambling (G1V)						
	Requires the use of money or exchangeable goods	•	•	•			
	Hallway Misbehavior (D3C), Disruptive Demonstrations						
	Running, making excessive noise, loitering, or persistent hall walking	•	•				
	<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. 						

Guidance	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes	
<p>Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.</p> <p>Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others.</p> <p>Level 3 Short-term suspension and referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.</p> <p>Level 4 Long-term suspension, expulsion and referral May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.</p>	Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyberharassment, against members of the School Community (HR1)							
	Minor harassment (e.g., verbal discriminatory actions)	•	•	•				
	Serious harassment (e.g., persistent or long-term harassment)		•	•	•	•		
	Inciting or Participating in Disturbance (RT1)							
	Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others			•	•	•	•	
	Using an electronic device to bring others to initiate or engage in a disturbance			•	•	•	•	
	Inhalants (D16)							
	Under the influence				•	•	•	Applicable at school, at school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; school staff is required to refer students to appropriate substance abuse counseling and notify medical personnel.
	Using or possessing				•	•	•	
	Distributing or selling					•	•	
		<ul style="list-style-type: none"> Expulsions may be permanent for serious offenses. 						

Guidance	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes
<p>In cases where a range of possible levels of response are indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.</p>	Physical Contact with School Personnel (TI1)						
	Unintentional physical contact with school personnel or other adult	•	•			• †	
	Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		•	•	•	• †	
	Attack against school personnel: physically attacking an employee of Prince Edward County Public Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 1)	•	•	•	•	• †	
	Attack against school personnel: physically attacking an employee of Prince Edward County Public Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grade 2 to 12)			•	•	• †	
	Portable Electronic Device Use at Unauthorized Times (C1M, C2M, C3M)						
	See policies for each school below.	•	•				
	<p>Prince Edward Elementary and Middle School Nuisance gadgets such as fidget spinners, radios, beepers, video games, nail polish, perfume, cologne, cosmetics, tape and cd/MP 3 players, Ipods, collectible cards, noise makers, yo-yos, squirt guns, pacifiers, rubber bands, laser pointers, or other disruptive gadgets are not permitted on school grounds at any time. Cell phones must remain out of sight and are not to be used during the instructional day. Trading cards, such as Pokemon, baseball, basketball, etc. are not allowed. This guideline also applies to after- school activities. Any disruptive items will be confiscated. If a student refuses to give up the item, it will then be considered</p>	<p>Prince Edward County Public Schools will assume NO responsibility in any circumstance for loss, destruction, damage, theft or charges made on</p>					

	<p>insubordination.</p> <p>Prince Edward High School</p> <p>Cell phones/two-way communication devices –</p> <ul style="list-style-type: none"> • From the start of the instructional day (which begins at the 1st warning bell – 7:55 a.m.) through dismissal, cell phones should be turned off and not used for text messaging, taking pictures, listening to music, or direct-connect two-way communication EXCEPT <u>during breakfast in the cafeteria or during a student’s assigned lunch period in the cafeteria.</u> • Pagers/beepers are not allowed on school grounds at any time. Cellular phones, music devices (including, but not limited to, radios, CD players, iPods, MP3 players, headphones/earphones) are not to be used, heard, or seen during classroom instruction, unless approved for instructional purposes by the principal or his/her designee. Cell phones are not to be used for text messaging or pictures. <i>Refusal to abide by stated policy will be considered insubordination.</i> • High school students ARE permitted to have cell phones or two-way communication devices at all indoor or outdoor spectator events that occur after school hours. • High school students are permitted to use cell phones after school dismissal on school board property. 	<p>monthly statements for cellular phone or two-way communication device.</p> <p>Prince Edward County Public Schools will assume NO responsibility in any circumstance for loss, destruction, damage, theft or charges made on monthly statements for cellular phone or two-way communication device.</p>
	<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. <p>† If the staff member is injured.</p>	

Guidance Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place. Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others. Level 3 Short-term suspension and referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating. Level 4 Long-term suspension, expulsion and referral May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes	
	Property Damage, Including Graffiti (VA1)							
	Minor (under \$50) or accidental damage	•	•					Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project
	Intentional damage to another person's or school property (\$50 to \$200)			•	•			
Intentional damage to another person's or school property (over \$200)			•	•	•			
Robbery (RO1)								
Taking money or property from another by force or intimidation (pre-k to grade 1)		•	•					
Taking money or property from another by force or intimidation (grade 2 to 12)			•	•	•			
School Equipment Use without Permission (T1C)								
Use of computers, fax machines, phones, etc.	•	•	•					
Serious Bodily Injury (BA)								
Causing substantial risk or death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body					•	•		
<ul style="list-style-type: none"> Expulsions may be permanent for serious offenses. 								

Guidance In cases where a range of possible levels of response are indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes
	Sexual Assault or Offense (SB)						
	Forced sexual act				•	•	School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate
Sexually Based Infraction (SX)							
	Sexual harassment (e.g. unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)			•	•	•	School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) (pre-k to grade 2)		•	•	•	•	
	Sexual activity or sexual misconduct (grade 3 to 12)			•	•	•	
Tardiness (A1T)							
	Persistent or excessive tardiness to class or school	•	•	•			
<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. 							

<p>Guidance</p> <p>Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.</p> <p>Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others.</p> <p>Level 3 Short-term suspension and referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.</p> <p>Level 4 Long-term suspension, expulsion and referral May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.</p>	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes	
	Technology Acceptable Use Policy Violation (T3C)							
	Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages.	•	•	•				See Appendix A for PECPS Acceptable Use Policy
	Theft (TF1, TH1)							
	Under \$50			•	•	•	Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project.	
	More than \$50 (it is recommended that police not be contacted for students pre-k through grade 1)			•	•	•		
	Threat against School Personnel, Written or Verbal (TI1)							
	Pre-K to grade 1	•	•				School police must be informed for infractions that reach level 4	
	Grades 2 to 4		•	•				
	Grades 5 to 12			•	•	•		
	Tobacco Possession or Use (TB)							
	Possession, use, sale, or distribution of tobacco products or e-cigarettes			•	•	•	School staff is required to refer students to appropriate substance abuse counseling and contact medical personnel.	
	<ul style="list-style-type: none"> Expulsions may be permanent for serious offenses. 							

Guidance	Disruptive or Inappropriate Behavior		Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes	
	<p>In cases where a range of possible levels of response are indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.</p>	Trespassing (TR1)							
Being on school property without permission, including while suspended or expelled.			•	•				•	An initial exception to trespassing restrictions can be made in instances where older family members are picking up younger family members at school; the older family member should then seek written permission from the younger family member's parent/guardian and submit it to the school
Breaking and entering					•	•		•	
Verbal or Physical Threat to Student (T12)									
Threatening or aggressive language or gestures directed toward another student			•	•	•	•		•	
<ul style="list-style-type: none"> Expulsions may be permanent for serious offenses. 									

Guidance Level 1 Classroom support and student support team May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.	Disruptive or Inappropriate Behavior	Level 1	Level 2	Level 3	Level 4	School Police Informed	Notes
Weapons, Firearms, and Explosives (WP)							
Level 2 Intensive support staff and appropriate administration May be appropriate when supports have been put into place in the classroom and/or school community to address the behavior, but the behavior has continued to negatively influence the learning of the student and others.	Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substances or articles, other than a firearm)			•	•	•	Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project.
	Firearms (possession of a gun of any kind, loaded or unloaded, operable or inoperable; e.g. BB guns, pellet guns, etc.)				•	•	
	Other guns (possession of a gun of any kind, loaded or unloaded, operable or inoperable; e.g., BB guns, pellet guns, etc.)				•	•	
	Other weapons (possession of any other implement that could cause bodily harm, other than a firearm or other gun)			•	•	•	
	Use of any other weapon of any kind in the commission of an aggressive act toward another person				•	•	
	Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person	•	•	•	•	•	
	Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person				•	•	
	<ul style="list-style-type: none"> • Expulsions may be permanent for serious offenses. 						

BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

DIRECTIONS: Bullying, harassment, and intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school (will be collected unless specifically excluded by local board policy), or on the Internet – sent on or off school property; or that substantially disrupted the orderly operation of the school. Bullying, harassment, and intimidation mean any intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being. The conduct must be (1) motivated by an actual or perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability, or (2) be threatening or serious intimidating. Electronic communication means communication transmitted by means of electronic device, including a telephone, cellular phone, computer and pager. Conduct that is of a sexual nature is the most commonly reported form of sexual harassment. This term is generally thought to mean actions, language or visual materials which specifically refer to, portray or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching sexual jokes and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conducts of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender specific.

If you are a student, the parent/guardian of a student, a close adult relative of a student, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the principal at the student victim's school. You may contact the school for additional information or assistance at any time.

(PLEASE PRINT ALL INFORMATION)

Today's date: _____ / _____ / _____ School: _____
 Month Day Year

PERSON REPORTING INCIDENT

Name: _____

Telephone: _____ Email: _____

Place an X in the appropriate box: student, Parent/guardian of a student Close adult relative of a student School staff Bystander

1. Name of student victim(s) Age School

2. Name of alleged witness(es) (if known): Age School

3. Name(s) of alleged offender(s) (if known): Age School Is he/she a student?

 _____ Yes No
 Yes No
 Yes No

4. On what date(s) did the incident happen?:
 _____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____
 Month Day Year Month Day Year Monday Day Year

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression | <input type="checkbox"/> Related to the student's perceived sexual orientation |
| <input type="checkbox"/> Getting another person to hit or harm the student | <input type="checkbox"/> Cyberbullying (e.g. social media including Facebook, Twitter, Vine, Instagram, etc.) |
| <input type="checkbox"/> Teasing, name calling, making critical remarks, or threatening, in person or by other means | <input type="checkbox"/> Electronic communication (e.g. mail, text, sexting, etc.) |
| <input type="checkbox"/> Gang Related | <input type="checkbox"/> Gang Recruitment |
| <input type="checkbox"/> Demeaning and making the victim of jokes | <input type="checkbox"/> Human trafficking/prostitution recruitment |
| <input type="checkbox"/> Excluding or rejecting the student | <input type="checkbox"/> Racial harassment |
| <input type="checkbox"/> Intimidating (bullying), extorting, or exploiting | <input type="checkbox"/> Sexual harassment |
| <input type="checkbox"/> Spreading harmful rumors or gossip | <input type="checkbox"/> Sexual in nature |
| <input type="checkbox"/> Related to the student's disability | <input type="checkbox"/> Other (specify) _____ |

6. Where did the incident happen (choose all that apply)?

- | | |
|--|--|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On the way to/from school* |
| <input type="checkbox"/> At a school-sponsored activity or event off school property | <input type="checkbox"/> Via internet-sent on or off school property |
| <input type="checkbox"/> On a school bus | |

7. Describe the incident(s), including what the alleged offender(s) said or did. _____

8. Why did the bullying, harassment or intimidation occur? _____

9. Did a physical injury result from this incident? No Yes, but it did not require medical attention Yes, and it required medical attention

10. If there was a physical injury, do you think there will be permanent effects? Yes No

11. Was the student victim absent from school as a result of the incident? Yes No
If yes, how many days was the student victim absent from school as a result of the incident? _____

12. Did a psychological injury result from this incident? No Yes, but psychological services have not been sought Yes, and psychological services have been sought

13. Is there any additional information you would like to provide? _____

Signature: _____

Date: _____

- Will be collected unless specifically excluded by local board policy

4. Please describe what occurred:

5. Where did the incident happen? (choose all that apply)

- On school property
- At a school-sponsored activity or event off school property
- On a school bus
- On the way to/from school (will be collected unless specifically excluded by local board policy)

6. What did the alleged offender(s) say or do? (attach a separate sheet if necessary)

7. Why did the activity occur? (attach a separate sheet if necessary)

8. Did a physical injury result from this incident? Place an X next to one of the following.

- No Yes, but it did not require medical attention
- Yes, and it did require medical attention

9. If there was a physical injury, do you think there will be permanent effects?

- Yes No

10. Was the student victim absent from school as a result of the incident?

- Yes No

If yes, how many days was the student victim absent from school as a result of the incident? _____

11. Did a psychological injury result from this incident? Place an X next to one of the following:

- No Yes, but psychological services have not been sought
- Yes, and psychological services have been sought

12. Is there any information you would like to provide (e.g., name of gang, clique, crew, or group, if known)?

Signature: _____

Date: _____

Additional Resources

SafeShare Reporting - <http://www.pecps.k12.va.us/cms/One.aspx?portalId=1139547&pageId=8582545>

Sex Offender Registry - <http://sex-offender.vsp.virginia.gov/sor/zipSearch.html>

Additional resources may be found on the PECPS website.

Appendix A – Acceptable Use Policy

Prince Edward County Public Schools – Acceptable Use Policy

File: GAB-R/IIBEA-R

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ACCEPTABLE COMPUTER SYSTEM USE

All use of the Prince Edward 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, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart phones, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.

2. **Privilege.** The use of the Division's computer system is a privilege, not a right.

3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:

- using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized downloading of software.
- using the computer system for private financial or commercial purposes.
- wastefully using resources, such as file space.
- gaining unauthorized access to resources or entities.
- posting material created by another without his or her consent.
- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
- using the computer system while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
- intimidating, harassing, bullying, or coercing others.
- threatening illegal or immoral acts.

4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:

- be polite.
- users shall not forge, intercept or interfere with electronic mail messages.

- use appropriate language. The use of obscene, lewd, profane, 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.

5. Liability. The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. Security. Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

7. Vandalism. Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

8. Charges. The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.

9. Electronic Mail. The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

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

Adopted: February 2, 2000 Revised: August 8, 2001; February 2, 2005; October 7, 2009; July 3, 2013

Legal Refs: 18 U.S.C. §§ 1460, 2256. 47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Refs: GCPD Professional Staff Discipline JFC Student Conduct JFC-R Standards of Student Conduct

Appendix B –Appeals - Procedures in the Disciplinary Process -

Appeal - A decision to suspend a student may be appealed by the student or parent/guardian. An appeal of a suspension shall not hold the suspension in abeyance. A student shall remain on out-of-school suspension while awaiting the appeal. Failure to file a written notice of appeal within the prescribed time will constitute a waiver of the right to appeal. 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. A student or parent/guardian may appeal a suspension to the principal of the school, then to the Superintendent's designee, the Director of Support Services, in the following manner:

In-School Suspensions - In-school disciplinary actions and bus suspensions taken by a school administrator other than the principal may be appealed in writing, following the appeal process, to the principal, whose decision shall be final. If the initial action is taken by the principal, parents may appeal in writing to the Director of Support Services, whose decision shall be final.

- **Procedure for appealing out-of-school suspensions of ten (10) days or less:**

1. A student or parent/guardian shall submit a written letter of appeal to the principal of the school within two (2) working days of notification of the suspension. The student or parent/guardian should state specifically the reason(s) for the appeal and consider the following before appealing a suspension: (A) whether the facts warrant the suspension; (B) if the consequences were appropriate for the behavior; and (C) whether school and county procedures were followed. The principal shall review the suspension and all the evidence and render a written decision as soon as possible and within three (3) working days.

2. To appeal further, the student or parent/guardian shall submit written notice to the principal within two (2) working days of the principal's decision to uphold the suspension, requesting that the principal forward the letter of appeal and all documentation to the Superintendent or Designee for review. The Superintendent or Designee shall review the information, gather additional information, and/or conduct a hearing if necessary, and render a decision. For suspensions of ten (10) days or less, the decision of the Superintendent or Designee shall be final.

- **Procedure for appealing out-of-school suspensions of more than ten (10) days:**

The Student Affairs Committee may suspend students from school in excess of ten (10) school days after the principal has provided to the student or the parent/guardian written notice of the proposed action, the reason therefore, and of the right to a hearing. A decision to suspend a student in excess of ten school days may be appealed by the student or the student's parent/guardian. An appeal of a suspension shall not hold the suspension in abeyance. A student shall remain on out-of-school suspension while awaiting the appeal. A student or parent/guardian may appeal a suspension in excess of ten days to the School Board in the following manner:

1. When a student has been suspended more than ten (10) days by the Student Affairs Committee, the student or his parent/guardian may appeal that decision to the School Board. Such an appeal must be in writing and must be filed within ten (10) calendar days of the decision to suspend in excess of ten (10) days. Failure to submit a letter within ten (10) calendar days will constitute a waiver of the right to appeal. The student or parent/guardian should state specifically the reason(s) for the appeal and consider the following before appealing a suspension: (A) whether the facts warrant the suspension; (B) if the consequences were appropriate for the behavior; and (C) whether school and county procedures were followed. The written appeal may also include a request for a hearing before the School Board.

2. The School Board shall, at its monthly meeting or work session, render a decision based on the record, the written appeal, and any information presented in a hearing before the Board.

Reference: *Code of Virginia* 22.1-277.

- **Appeals to the School Board (Long-Term Suspensions and Recommendations for Expulsion):**

Any appeal to the School Board shall be in writing and shall be directed to the Student Affairs Committee within ten (10) calendar days after notification of the Student Affairs Committee decision. Failure to submit a letter within ten (10) calendar days will constitute a waiver of the student's or parent's/guardian's right to appeal.

The written appeal should briefly explain any facts, which are in dispute and why the decision should be reversed or modified, and should have attached any documents that explain or support the appeal. The written appeal may also include a request for a hearing before the School Board. The Student Affairs Committee Chairperson shall record the date that the appeal is received and provide copies of the appeal to the Superintendent.

When a student or parent/guardian has requested a hearing before the School Board, in his/her written appeal, the student or parent/guardian shall call the School Board Clerk for the date, time, and place of the meeting or work session when the School Board will be acting on the appeal.

The School Board shall consider the written appeal and any information presented in the hearing at its monthly meeting or work session and shall inform all parties of its decision within five (5) administrative days of the final vote.

Appendix C – Dress Codes by School

Prince Edward County Elementary School

1. Students are expected to dress appropriately at all times. Clothing should be size appropriate (no oversized shirts, pants, etc.) Students are not to wear any items of clothing that inappropriately exposes body parts such as, but not limited to, midriff, cleavage, portions of the body normally covered by undergarments, and undergarments. Items such as short skirts, halter tops, bare midriffs, swim suits, transparent blouses (or any see-through garments), tight stretch pants, sagging pants, pants with writing on the sitting area, unbuttoned shirts, hats, hoodies (or other head coverings) are examples of inappropriate attire and shall not be worn. Reasonable accommodation will be made for attire required by a student's religion.
2. Clothing, jewelry, buttons, badges or personal belongings that have a message about gang activity, drugs, alcohol, tobacco, sex, vulgarity, race or gender may not be worn.
3. Shoes are to be worn at all times for safety and sanitary reasons. For safety purposes students should avoid wearing wheeled shoes - "Heely's" or flip-flops. Bedroom slippers are not to be worn to school. In the event of a medical problem, the student must bring a note from home to be approved by the principal.
4. Hats (except for hat worn for an incentive approved by the school), hoods and sunglasses are not to be worn in school and during classes. Upon arrival at school these items should be secured with student's belongings until the close of school. If for medical reasons a hat or sunglasses need to be worn during classes, permission should be given by the office and teachers made aware of this by students bringing a note from the office to the teacher.

Prince Edward County Middle and High School

You will not be allowed to dress in a manner that interferes with the process of instruction. If your dress is deemed to be disruptive to the instructional environment, you will be required to change to appropriate clothing.

Be aware of the following guidelines.

Items of clothing that may cause disruption include, but are not limited to:

1. Hats, caps, visors, stocking caps, bandanas, headbands, or hoods worn around the head or neck must be removed upon entering the building.
2. Clothing suggesting or displaying tobacco, alcohol, or other drugs, clothing with implied/implicit sexual references, clothing displaying inappropriate language or any other expressions deemed inappropriate by the administration is prohibited.
3. Shoes are to be worn at all times for safety and sanitary reasons. For safety purposes students should avoid wearing wheeled shoes - "Heely's" or flip-flops. Bedroom slippers are not to be worn to school. In the event of a medical problem, the student must bring a note from home to be approved by the principal.
4. Skirts, dresses, and shorts should not be higher than 4 inches above the knee from the center of the kneecap when standing. This is also true of slits in long or short skirts.

5. Low-cut tops/shirts, halter tops, body suits, tops that reveal the navel or midriff, shirts/dresses with spaghetti straps and other revealing clothing are also not acceptable. All tops/shirts must not show cleavage and they must have a 3 finger width in the strap.
6. Tank tops, muscle shirts, and see-through clothing are not acceptable.
7. Pants, sweat pants, low-ride pants, and shorts must be worn **to the waist**, without exposing underwear or skin.
8. Biker pants, leotards, blankets, sleepwear or loungewear worn as outerwear, or chains are prohibited. Bedroom slippers are not acceptable. Leggings, jeggings, and tights need a dress worn over top of them that is finger tip length or longer.
9. Torn, holey, or ripped clothing that exposes skin above the knee is not appropriate attire for school and is prohibited. Tights or leggings must cover any torn areas which may expose skin above the knee.
10. Sunglasses (or other dark or shaded glasses) are not to be worn in the building. If they are necessary for medical treatment, a physician's permission will be required.

*NOTE: If the clothing is deemed unacceptable, the student will be asked to change clothing or the manner in which the clothing is being worn. If this is not feasible, the student will be referred to Alternative to Suspension.

Appendix D – Offense Code Reference Table

*Yellow denotes Law Enforcement

*Persistently Dangerous

<p><u>Alcohol</u> AL1 or AC1 Alcohol Use AL1 or AC2 Alcohol Possession AL1 or AC3 Alcohol Sale or Distribution</p> <p><u>Arson/Actual/Attempted</u> AR1 or AS1 Arson Actual AR1 or AS2 Arson Attempted AR1 or AS3 Lighted Firecrackers/ Cherry Bombs/ Stink Bombs/ Contribute to a Damaging Fire</p> <p><u>Assault/Battery</u> *BA1 Assault/Battery/ Firearm or Other Weapon/Staff BA2 Assault/Battery/No Weapon/Staff *BA3 Assault/Battery/Firearm or Other Weapon/Student BA4 Assault/Battery/No Weapon/Student *BA5 Maliciously Wounding without Weapon BA6 Assault/Battery w/o Injury</p> <p><u>Attendance</u> A1T Attendance - Violations of State, School Division or School Policy relating to Attendance</p> <p><u>Bomb Threat/Terrorist/Chemical/Biological</u> BB1 or BO1 Bomb Threat BB1 or BO2 Chemical/ Biological Threat BB1 or BO3 Terrorist Threat BO4 Setting off False Fire Alarm</p>	<p><u>Breaking and Entering/Burglary</u> BR1 or BK1 Burglary/Actual BR1 or BK2 Burglary/Attempted</p> <p><u>Bullying</u> BU1 Bullying BU2 Cyber Bullying</p> <p><u>Disruptive Behavior</u> D1C Disrespect/Walking Away D2C Defiance/Refuses Request D3C Disruptive Demonstrations D4C Possession of Obscene/ Disruptive Literature D5C Classroom/Campus Disruption D6C Obscene/Inappropriate Language/Gestures D8C Minor Insubordination</p> <p><u>Drug Violations</u> D4G. Over the Counter Med\Use D5G. Over the Counter Med/Possession D6G Over the Counter Med Sale/Distribution D15 Possession of Inhalants D16 Use of Inhalants DR1. or DG7 Marijuana Use DR1 or DG8 Marijuana Possession DR1 or DG1 Schedule I & II Use DR1 or DG2 Schedule I & II Poss. *DR4 or DG3 Schedule Sales and Distribution *DR4 or DG9 Marijuana Sale/Distribution DR5 or D10 Other Drug Use/Overdose DR5 or D11 Other Drug Possession/ Paraphernalia Possession DR5 or D12 Other Drug Sale/Distribution DR2 or D1 Substances Represented as Drugs (Look-alikes)</p>	<p>R1 or D19 Anabolic Steroid Sale/ Distribution DR1 or D20 Anabolic Steroid Use and Possession. DR1 or DG5 Synthetic marijuana-Use or Possession DR4 or DG6 Synthetic Marijuana-Sale or Distribution DR3 Theft or Attempted Theft of Prescription Medication</p> <p><u>Electronic Devices/Inappropriate Use</u> C1M Beepers C2M Cellular Telephones C3M Other Electronic Devices</p> <p><u>Extortion</u> EX1 or ET1 Extortion EX1 or ET2 Attempted Extortion</p> <p><u>Fighting/Conflict</u> FA2. Fighting/No or Minor Injury/Mutual Participation F1T Altercation/confrontation/No Injury</p> <p><u>Gambling</u> G1B. Gambling</p> <p><u>Gang Activity</u> GA1. Gang Activity</p> <p><u>Harassment</u> HR1. Harassment</p> <p><u>Hazing</u> H1Z Hazing</p> <p><u>Homicide</u> *HO1 Homicide vs. Staff/Firearm *HO2 Homicide vs. Student/Firearm *HO3 Homicide vs. Staff/Other Weapon *HO4 Homicide vs. Student/ Other Weapon</p>
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Inciting a Riot

RT1 or RG1 Inciting a Riot
RT1 or RG2 Attempting to Incite Riot

Kidnapping

*KI1 Kidnapping

Other Violations

S1V Inappropriate Personal Property
S2V Misrepresentation Other Violations
S3V Other School or Code of Conduct Violation not otherwise included

Robbery/Person/Force or Threat of Force

*RO1 or RB1 Actual *RO1 or RB2 Attempted

Stalking

ST1 Stalking

Sexual Offenses

SB1 Sexual Battery against Staff
SB2 Sexual Battery against Student
SX0 Sexual Harassment
SX1 Offensive Sexual Touching/Staff
SX2 Offensive Sexual Touching/Student
*SX3 Sexual Assault Staff/Rape
*SX4 Sexual Assault Student/Rape
*SX5 Attempted Sexual Assault/Staff/Rape
*SX6 Attempted Sexual Assault/Student/Rape
SX7 Sexual Offense w/out Force/Lewd Behavior/Indecent Exposure
*SX8 Aggravated Sexual Battery/Student less than age 15

Technology Use Violations

T1C Unauthorized Use of Technology or Information
T2C Causing/Attempting to Cause Damage to Computer/
Hardware, Software/Files
T3C Violation of Acceptable Use Policy
T4C Violation of Internet Policy

Threats/Verbal/Physical

TI1 Threat/Intimidation-Staff/Physical/Verbal
TI2 Threat/Intimidation-Student/Physical/Verbal

Theft/No Force

TH1 or TF1 Theft/School Property
TH1 or TF2 Theft/Staff Property
TH1 or TF3 Theft/Student Property
TH1 or TF4 Possession/ Stolen Property
TH2 or TF6 Attempted Theft or Theft of Motor Vehicle

Tobacco Offenses

TB1 or TC1 Tobacco Use
TB1 or TC2 Tobacco Possession
TB1 or TC3 Tobacco Sale/ Distribution
TB2 Electronic Cigarettes Possession/Use/Sale/Distribution
T4B Bringing Tobacco/Paraphernalia to School or School Event

Trespassing

TR1 Trespassing

Vandalism

VA1 or VN1 Vandalism of School Prop
VA1 or VN2 Vandalism of Private Prop
VA1 or VN3 Graffiti

Weapons

WP0 Pneumatic Weapon-BB, Pellet, or Paint Ball Gun
*WP1 Weapon Handgun/Pistol
*WP2 Weapon Shotgun/Rifle
W3P Toy/Look-alike Gun to School/Event
W1P Possession of Ammunition
W2P Possession of Chemical Substance
*WP4 Weapon, Expels a Projectile
WP5 Knife to School/Event
*WP6 Possession of Explosive Device/Live Ammunition
*WP7 Use of Bomb or Explosive Device
*WP8 Zip Gun/Starter Gun/Flare Gun
WP9 Other Weapons
WT1 Taser
WS1 Stun Gun
W8P Razor Blades, Box Cutter, knife (less than 3 inches) School/School Event
W9P Fireworks/Firecrackers/Stink Bombs at School/School Event

Sanction Codes

01 In-School Suspension
02 Short-Term (1 to 10 days)
03 Long-Term (11 to 364 days)
04 Expulsion (365 days)
05 Special Ed. Weapons and Drugs only (1 to 45 days)
06 Special Ed. (VA Supreme Ct.)
7 Used with Offense Codes WP1, WP2, WP4, WP6, WP7, WP8, DR1, DR4 (0-364 days)

99 No Disciplinary Sanction (0 days)

Racial/Ethnic Codes

01 American Indian/Alaska Native
02 Asian
03 Black or African American
05 White
06 Native Hawaiian/Other Pacific Islander
07 Am. Indian/Alaska Nat, & Asian
8 American Indian/Alaska Nat. & Black or African American
09 Am. Indian/Alaska Nat. & White
10 Am. Indian/Alaska Nat. & Nat. Hawaiian
11 Asian & Black or African Am.
12 Asian & White
13 Asian & Nat. Hawaiian
14 Black or African Am. & White
15 Black or African Am. & Nat. Hawaiian
16 Nat. Hawaiian & White
17 Am. Indian/Alas Nat., Asian & Black or African American
18 Am. Indian/Alaska Nat., Asian & White
19 Am Indian/Alaska Nat. Asian & Nat. Hawaiian
20 Asian, Black or African Am. & White
21 Asian, Black or African Am. & Nat. Hawaiian
22 Black or African Am., White & Nat. Hawaiian
23 Black or African Am., Nat. Hawaiian & American Indian/Alaska Native
24 White, Black or African Am. & Am. Indian/Alaska Native
25 White, Nat. Hawaiian, & Am. Indian /Alaska Native
26 White, Nat. Hawaiian, & Asian
27 Am. Indian/Alaska Nat., Asian, Black or African Am. & White
28 Asian, Black/ African Am., White & Nat. Hawaii
29 Black or African Am., White, Nat. Hawaiian Am. Indian/Alaska Native
30 White, Nat. Hawaii, Am. Ind./Alaska Nat & . Asian
31 Nat. Hawaii, Am. Ind./Alaska Native, Asian & Black or African Am.
32 Am. Indian/Alaska Nat., Asian, Black or African Am., White & Nat. Hawaiian

Codes Requiring Victim Counts

BA1	HO1	SB1	TF1
BA2	HO2	SB2	TF2
BA3	HO3	ST1	TF3
BA4	HO4	SX0	TF4
BA5	HR1	SX1	TF6
BA6	KI1	SX2	TH1
BU1	RB1	SX3	TH2
BU2	RB2	SX4	TI1
EX1	RO1	SX5	TI2
ET1		SX6	
ET2		SX7	
H1Z		SX8	

5/2017