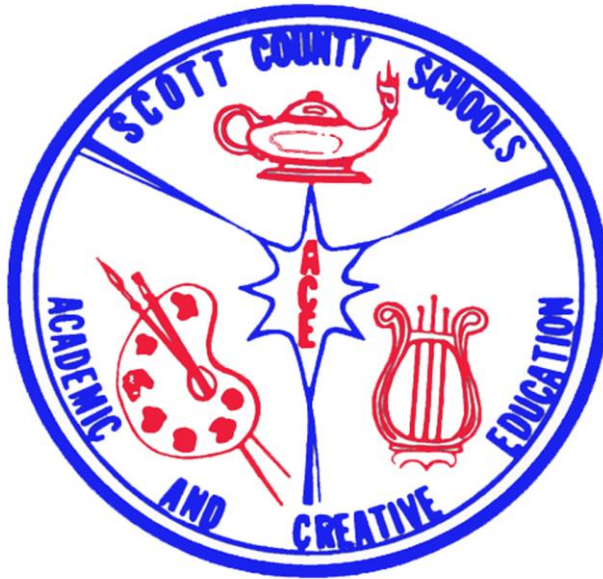


SCOTT COUNTY VIRGINIA PUBLIC SCHOOLS 2023-2024

“Every Child, Every Opportunity”



STUDENT/PARENT INFORMATION HANDBOOK AND CODE OF CONDUCT

Availability of Policy Manual (POLICY BJ)

A current copy of the Scott County Public School's Policy Manual is available (Policy Manual BJ) to all employees and the public at each school, the Scott County Public Library, and at Scott County Public Schools' website: <http://www.scott.k12.va.us/policymanual/policy.html>.

SCOTT COUNTY PUBLIC SCHOOLS

MISSION

To develop lifelong learners who value themselves and others, contribute to their community, and are career and college ready.

Priorities:

- Priority 1: **High Academic Standards**
- Priority 2: **Career/College Readiness**
- Priority 3: **Communication/Community Involvement**
- Priority 4: **Social and Emotional**



CONFIDENTIALITY

Scott County Public Schools protects the confidential rights of school personnel and students. This includes electronic data, healthcare records, and employee/student records. Scott County Public Schools protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. Privacy or confidential rules regulate how information is shared and all employees must follow these guidelines.

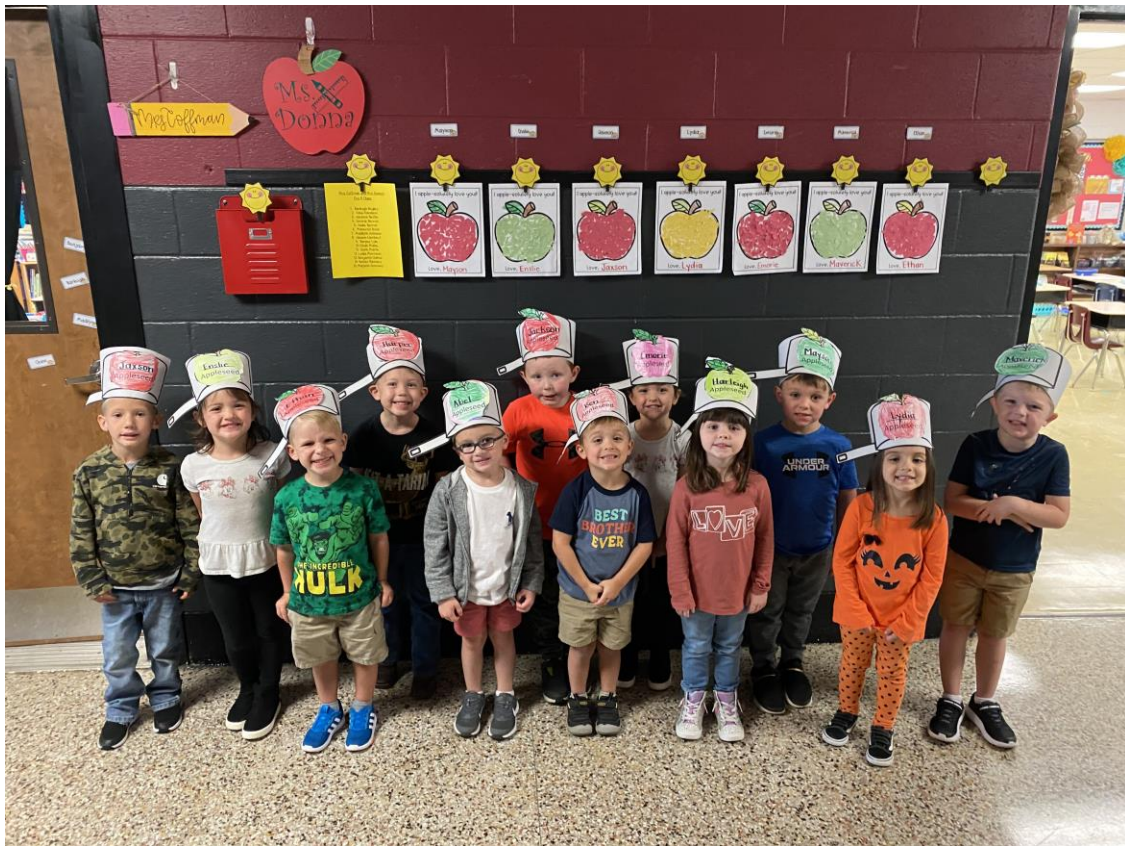
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SECTION I: ATTENDANCE/ADMISSION
Compulsory School Attendance

Generally

Every parent, guardian, or other person having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall cause such child to attend a public school or otherwise provide the child with an education in accordance with state law unless the child is exempt from the state's compulsory attendance requirement.

Further, in the case of any five-year-old child, the requirements of this policy may be satisfied by causing the child to attend any public educational pre-kindergarten program, including a Head Start program, or ~~in~~ a private, denominational, or parochial educational pre-kindergarten program.

As used in this policy, "attend" includes participation in educational programs and courses at a site remote from the school with the permission of the school and in conformity with applicable requirements.

The requirements of this policy apply to

- any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed the child's eighteenth birthday, and
- any child whom the superintendent has required to take a special program of prevention, intervention, or remediation as provided in Va. Code §§ 22.1-253.13:1.C and 22.1-254.01.

The requirements of this policy do not apply to

- any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Board of Education but is not enrolled in an individual student alternative education plan, and
- any child who has obtained a high school diploma or its equivalent, a certificate of completion, or a passing score on a high school equivalency examination approved by the Board of Education, or who has otherwise complied with compulsory school attendance requirements.

Individual Student Alternative Education Plan

The School Board may allow the compulsory attendance requirements to be met pursuant to an individual student alternative education plan developed in conformity with guidelines prescribed by the Board of Education under the following conditions:

1. The student must be at least sixteen years of age
2. There shall be a meeting of the student, the student's parents, and the principal or principal's designee of the school in which the student is enrolled to develop the plan, which must include the following:
 - career guidance counseling
 - mandatory enrollment and attendance in a preparatory program for passing a high school equivalency examination approved by the Board of Education or other alternative education program approved by the School Board, with attendance reported to the principal or principal's designee
 - mandatory enrollment in a program to earn a Board of Education-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment
 - successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma
 - counseling on the economic impact of failing to complete high school; and
 - procedures for re-enrollment
3. A student for whom such an individual student alternative education plan has been granted but who fails to comply with the conditions of the plan is in violation of the compulsory attendance law, and the superintendent or attendance officer shall seek immediate compliance with such law.

Alternative Education Programs

The School Board may, in accordance with the procedures set forth in Va. Code § 22.1-276.01 et seq. and upon a finding that a school-age child has been

- charged with an offense relating to the Commonwealth's laws, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person;
- found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent pursuant to subsection G of Va. Code § 16.1-260;
- suspended pursuant to Va. Code § 22.1-277.05; or
- expelled from school attendance pursuant to Va. Code §§ 22.1-277.06, 22.1-277.07, or subsection C of § 22.1-277,

require a student to attend an alternative education program as provided by Va. Code §§ 22.1-209.1:2 or 22.1-277.2:1.

Whenever a court orders any pupil into an alternative education program, including a program preparing students for a high school equivalency examination approved by the Board of Education, offered in the public schools, the School Board determines the appropriate alternative education placement of the pupil regardless of whether the pupil attends the public schools it supervises or resides within its school division.

Reports Regarding Non-enrolled Children

The attendance officer, the superintendent, or the superintendent's designee checks the reports submitted pursuant to subsection A of Va. Code § 22.1-260 with reports from the State Registrar of Vital Records and Health Statistics. From these reports and from any other reliable source the attendance officer,

the superintendent, or the superintendent's designee, within five days after receiving all reports submitted pursuant to subsection A of Va. Code § 22.1-260, makes a list of the names of children who are not enrolled in any school and who are not exempt from school attendance. The attendance officer investigates all cases of non-enrollment and, when no valid reason is found therefor, notifies the parent, guardian or other person having control of the child to require the attendance of such child at the school within three days from the date of such notice.

ENTRANCE AGE/ADMISSION OF PERSONS NOT OF SCHOOL AGE

A child who will reach his or her fifth birthday on or before September 30 of the school year shall be eligible for enrollment in school. The superintendent shall disseminate information received from the State Superintendent of Public Instruction concerning the ages when children are required or eligible to attend school. This information shall be disseminated to parents of such children upon or prior to enrollment of such children in the public schools of the division.

An individual who resides within the school division and is beyond school age (who has not reached his fifth birthday on or before September 30 of the school year or who has reached his or her 20th birthday on or before August 1st of the school year) may, at the discretion of the School Board, be admitted into the division schools. Such individuals may be charged tuition at the discretion of the School Board.

Pre-Kindergarten Program

This program is optional based on the availability of funding.

The child must be four (4) years old by September 30.

The program is open to any Scott County child meeting the enrollment criteria.

The program's purpose is to build a foundation of social skills, knowledge, and self confidence that paves the way for success in kindergarten and beyond. The curriculum will follow Virginia's Foundation Blocks for Early Learning.

Transportation will not be provided unless you live on a regular bus route serving the school(s) offering the program.

PHYSICAL EXAMINATIONS OF STUDENTS

- A. No pupil shall be admitted for the first time to any public kindergarten or elementary school in Scott County School Division unless such pupil furnishes, prior to admission,
- (1) a report from a qualified licensed physician, or a licensed nurse practitioner or licensed physician assistant acting under the supervision of licensed physician, of a comprehensive physical examination of a scope prescribed by the State Health Commissioner performed within the 12 months prior to the date such pupil first enters such public kindergarten or elementary school; or
 - (2) records establishing that such pupil furnished such report upon prior admission to another school or school division and providing the information contained in such report.
- B. If the pupil is a homeless child or youth as defined in Va. Code § 22.1-3, and for that reason cannot furnish the required report or records, and the person seeking to enroll the pupil furnishes to the school division an affidavit so stating and also indicating that, to the best of his knowledge, such pupil is in good health and free from any communicable or contagious disease, the school division shall immediately refer the student to the division's homeless liaison, who will, as soon as practicable, assist in obtaining the necessary physical examination by the local health department or other clinic or physician's office and shall immediately admit the pupil to school.
- C. The health care provider making a report of a physical examination shall, at the end of such report, summarize the abnormal physical findings, if any, and shall specifically state what, if any, conditions are found that would identify the child as handicapped.
- D. Physical examination reports shall be placed in the child's health record at the school and shall be made available for review by any employee or official of the State Department of Health or any local health department at the request of such employee or official.
- E. A physical examination shall not be required of any child whose parent or guardian objects on religious grounds and who shows no visible evidence of sickness. The parent or guardian shall state in writing that, to the best of his or her knowledge, the child is in good health and free from any communicable or contagious disease.
- F. The health departments of the counties and cities of the Commonwealth shall conduct such required physical examinations for medically indigent children, upon request, without charge and may provide such examinations to others on such uniform basis as the departments establish.

Parents/guardians of students entering school shall complete a health information form as required by state law. Such forms shall be returned within 15 days of receipt unless reasonable extensions have been granted by the superintendent or his designee. Upon failure of the parent to complete such form within the extended time, the superintendent may send the parent written notice of the date he intends to exclude the child from school; however, no child who is a homeless child or youth as defined in subdivision 6 of Va. Code § 22.1-3 shall be excluded from school for such failure to complete such form.

SCHOOL ADMISSION

A person of school age (i.e., a person who will have reached the person's fifth birthday on or before September 30 of the school year and who has not reached 20 years of age on or before August 1st of the school year) is eligible for admission on a non-tuition basis if residing in the Scott County School Division, or if eligible for admission under Policy JECA Admission of Homeless Children.

A person of school age is deemed to reside in the school division

- when the person is living with a natural parent, or a parent by legal adoption, in the Scott County School Division;
- when, in accordance with the provisions of Va. Code § 22.1-360, the person is living with a noncustodial parent or other person standing in loco parentis, not solely for school purposes, pursuant to a Special Power of Attorney executed under 10 United States Code § 1044b by the custodial parent;
- when the parents of such person are dead and the person is living with a person in loco parentis who actually resides within the school division;
- when the parents of such person are unable to care for the person and the person is living, not solely for school purposes, with another person who resides in the school division and is either
 - (i) the court-appointed guardian, or has legal custody of the person,
 - (ii) acting in loco parentis pursuant to placement of the person for adoption by a person or entity authorized to do so under Va. Code §

63.2-1200; or

(iii) an adult relative providing temporary kinship care as that term is defined in Va. Code § 63.2-100. Both parents and the relative providing kinship care must submit signed, notarized affidavits

- (a) explaining why the parents are unable to care for the person,
- (b) detailing the kinship care arrangement, and
- (c) agreeing that the kinship care provider or a parent will notify the school within 30 days of when the kinship care arrangement ends.

The parent must also provide a power of attorney authorizing the adult relative to make educational decisions regarding the person. A parent or the kinship care provider must also obtain written verification from the department of social services where the parent or parents live, and the department of social services where the kinship provider lives, that the kinship arrangement serves a legitimate purpose that is in the best interest of the person other than school enrollment. If the kinship care arrangement lasts more than one year, the school division must receive continued verification directly from both departments of social services that the parents are unable to care for the person and that the kinship care arrangement serves a legitimate purpose other than school enrollment.

- when the person is living in the school division not solely for school purposes, as an emancipated minor;
- when all or any portion of the building in which the person resides (i) with another person as set forth in the first through fourth bullets above or (ii) as an emancipated minor as set forth in the fifth bullet above is taxable by the locality in which the school division is located; or
- when the person has been placed in a foster care placement within the school division by a local social services agency. The sending and receiving school divisions will cooperate in facilitating the enrollment of any child placed in foster care across jurisdictional lines to enhance continuity of instruction. The child will be allowed to continue to attend the school in which the child was enrolled prior to the most recent foster care placement, upon the joint determination of the placing social services agency and the school division that such attendance is in the best interest of the child. No person of school age who is the subject of a foster care placement will be charged tuition regardless of whether the child is attending the school in which the child was enrolled prior to the most recent foster care placement or is attending a school in the receiving school division. These provisions apply to any student who was in foster care upon reaching 18 years of age and has not reached 22 years of age.

Certain other students may be admitted into the public schools of the division and may be charged tuition in accordance with Va. Code § 22.1-5 and pursuant to Scott County School Board Regulation JEC-R School Admission.

Children of Persons on Active Military Duty

No child of a person on active military duty

- who is attending a school free of charge in accordance with this policy will be charged tuition by the school division upon such child's relocation to military housing located in another school division in the Commonwealth, pursuant to orders received by such child's parent to relocate to base housing. Such children are allowed to continue attending school in the school division and are not charged tuition for attending such school;
- who is attending a school free of charge in accordance with this policy will be charged tuition upon such child's relocation pursuant to orders received by such child's parent to relocate to a new duty station or to be deployed. Such children are allowed to remain enrolled in the division free of tuition through the end of the school year; and
- who is eligible to attend school free of charge in accordance with this policy will be charged tuition by a school division that will be the child's school division of residence once the child's service member parent is relocated pursuant to orders received. Such a child will be allowed to enroll in the school division of the child's intended residence if documentation is provided, at the time of enrollment, of military orders of the service member parent or an official letter from the service member's command indicating such relocation. Documentation indicating a permanent address within the school division must be provided to the school division within 120 days of a child's enrollment or tuition may be charged, including tuition for the days since the child's enrollment in school. In the event that the child's service member parent is ordered to relocate before the 120th day following the child's enrollment, the school division will not charge tuition. Students eligible to enroll in the school division in accordance with this policy because they are the children of military personnel on active military duty who will reside in the division may register, remotely or in-person, for courses and other academic programs and participate in the lottery process for charter schools and college partnership laboratory schools in the school division at the same time and in the same manner as students who reside in the division. The assignment of the school such child will attend will be determined by the school division.

Such children are counted in the average daily membership of the school division in which they are enrolled. Further, the school division in which such children are enrolled subsequent to their relocation to base housing is not responsible for providing for their transportation to and from school.

Children of Certain Federal Employees

Children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code are eligible for enrollment in Scott County School Division provided that the documents required by Va. Code §§ 22.1-3.1 and 22.1-3.2 are provided and subject to the authority of the school division to exclude such children from attendance pursuant to Va. Code § 22.1-277.2 or if such children have been found guilty or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state.

Students may enroll in the Scott County School Division if the division is the student's intended residence if documentation is provided at the time of enrollment of Title 22 or 50 orders of the federal employee parent. Documentation indicating a permanent address within the school division must be provided to the school division within 120 days of a student's enrollment or tuition may be charged, including tuition for the days since the student's enrollment. In the event that the federal employee parent is ordered to relocate under Title 22 or Title 50 orders before the one hundred twentieth day following the student's enrollment, the school division will not charge tuition. Students eligible to enroll in the school division pursuant to this section may register, remotely or in person, for courses and other academic programs and participate in the lottery process for charter schools and college partnership laboratory schools in the school division at the same time and in the same manner as students who reside in the division. The assignment of the school that such student will attend will be determined by the school division.

"Children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code" means school-age children, enrolled in kindergarten through grade 12, in the household of a federal employee serving under orders pursuant to Title 22 or 50 of the United States Code.

ADDITIONAL ADMISSION REQUIREMENTS

- A. Except as otherwise provided below, no pupil is admitted for the first time to any public school in any school division in Virginia unless the person enrolling the pupil presents, upon admission, a certified copy of the pupil's birth record. The principal or principal's designee records the official state birth number from the pupil's birth record into the pupil's permanent school record and may retain a copy in the pupil's permanent school record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil must submit an affidavit setting forth the pupil's age and explaining the inability to present a certified copy of the birth record. If the school division cannot ascertain a child's age because of the lack of a birth certificate, the child will nonetheless be admitted into the public schools if the superintendent determines that the person submitting the affidavit presents information sufficient to estimate with reasonable certainty the age of such child.
- B. If a certified copy of the birth record is not provided, the administration immediately notifies the local law enforcement agency. The notice to the local law enforcement agency includes copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.
- C. Within 14 days after enrolling a transfer student, the administration requests documentation that a certified copy of the pupil's birth record was presented when the pupil was enrolled in the former school.
- D. The School Board assigns a unique student identification number, determined in accordance with a system developed by the Department of Education, to each student enrolled in the division. No student identification number includes or is derived from the student's social security number. Each student retains the student's identification number for as long as the student is enrolled in a public elementary or secondary school in Virginia.
- E. Tuition rates are established each year in accordance with the provisions of Va. Code § 22.1-5.
- F. Prior to admission to the Scott County School Division, the parent, guardian, or other person having control or charge of the child must provide, upon registration,
- a sworn statement or affirmation indicating whether the student has been expelled from school attendance at a private school or in a public school division of the Commonwealth or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person. This document is maintained as a part of the student's scholastic record; and
 - a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories. This document is maintained by the superintendent and by any others to whom the superintendent disseminates it, separately from all other records concerning the student.

However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of § 16.1-260, the notice will become a part of the student's disciplinary record.

When the child is registered as a result of a foster care placement, the information required under this subsection must be furnished by the local social services agency or licensed child-placing agency that made the placement.

- G. A student, who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in Virginia or in another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded from attendance in the Scott County School Division regardless of whether such student has been admitted to another school division or private school in Virginia or in another state subsequent to such expulsion, suspension, or withdrawal of admission upon a finding that the student presents a danger to the other students or staff of the school division after (i) written notice to the student and the student's parent that the student may be subject to exclusion, including the reasons therefore, and notice of the opportunity for the student or the student's parent to participate in a hearing to be conducted by the superintendent or superintendent's designee regarding such exclusion; and (ii) a hearing of the case has been conducted by the superintendent or superintendent's designee; and the decision has been to exclude the student from attendance. The decision of the superintendent or superintendent's designee to exclude the student is final unless altered by the School Board upon written petition filed within 15 days of the decision to exclude the student by the student or the student's parent, for a review of the record by the School Board.

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

For the purposes of this section, the superintendent's designee must be a (i) trained hearing officer or (ii) professional employee within the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.

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

- H. This policy does not preclude contractual arrangements between the Scott County School Board and agencies of the federal government or the school board of another jurisdiction to permit students not otherwise eligible to attend Scott County Public Schools.
- I. Prior to admission, the student must document compliance with, or eligibility for exemption from, the physical examination and immunization requirements contained in Va. Code §§ 22.1-270, 22.1-271.2 and 32.1-46 and policies JHCA Physical Examinations of Students and JHCB Student Immunizations.

If the person enrolling a child who has been placed in foster care by a local social services agency is unable to produce a report of a comprehensive physical examination and/or proof of immunization, the student is immediately enrolled; however, the person enrolling the child must provide a written statement that, to the best of the person's knowledge, the student is in good health and is free from communicable or contagious disease. In addition, the placing social service agency must obtain and produce the required documents or otherwise ensure compliance with the statutory requirements for the foster child within 30 days after the child's enrollment.

STUDENT ABSENCES/EXCUSES/DISMISSALS/TARDIES

Students who are absent must bring a parental note on the first day the student returns to school stating the reason for the absence. The only excuses for absence that shall be deemed acceptable are:

- for middle and high school students, one school day per school year to engage in a civic event
- funeral
- illness (including mental health and substance abuse illnesses; If over three days, the school may require a note from the doctor.)
- injury
- legal obligations
- medical procedures
- suspensions
- religious observances
- military obligation
- field trips and school-related activities
- and extenuating circumstances which are determined by the school administration.

High School

1. Students (grades 9-12) who bring valid notes for acceptable reasons will be permitted to make up work missed.
2. Students who do not bring valid notes will not be permitted to make up work missed. In the absence of a written note, if absence is determined unexcused by Principal or designee, work will not be permitted to be made up and a zero will be rewarded for the work missed.
3. Students absent due to suspension or truancy will not be permitted to make up work missed; the grade for the missed work will be zero.
4. It is the student's responsibility to see the teacher on the day he/she returns to schedule make-up work. Students with excused absences will be expected to make up all work missed immediately, within 5 (five) days after returning to school. All work not made up within the time limit will be graded zero. Extenuating circumstances, however, may be considered by the principal or his/her designee in extending the time limit for make up, and extension shall be liberally granted in order to insure that a student with a valid excuse is allowed to make up missed work.

Elementary/Intermediate/Middle School

1. A student will be expected to make up work for all classes missed within 5 (five) days of return to school, if the absence is excused. Extenuating circumstances may be considered by the principal or his/her designee in extending the time limit.
2. Students who do not bring parental notes or who bring unacceptable excuses shall be corrected through the use of counseling and discipline procedures, which may include the use of the In-School Suspension Program and other available programs and services.

General Provisions

Each principal will insure that teachers are accountable for the following:

- a. checking the roll each day in every class,
- b. communicating with a student's parents if poor attendance is affecting the student's progress and keeping a log of those contacts,
- c. including participation, which may be affected by attendance, in their student evaluation procedures, and
- d. offering vital, stimulating instruction each day which necessitates and encourages student attendance.
- e. in case of absence or tardiness, the student shall have his/her parent or guardian contact the school or send a signed note giving the date of absence or tardiness and the reason.

Children Chronically Tardy to School

Students may have 7 parent notes for anything: including tardy, early dismissals, or absences. After 7 parent notes, only excuses from doctors, court official, or death of an immediate family member will be excused. All other tardies will only be excused at principal discretion.

After 3 unexcused tardies, discipline will be at the discretion of the principal. Whenever any student has 10 or more unexcused tardies to school, the attendance/truancy officer will be involved. The officer in collaboration with the principal will make the determination when to pursue court interventions.

Requirements for Participation in the following:

1. Athletics – Must be present at school for 2 blocks to play or practice with a parent note or 1 block with a doctor excuse
2. Prom – Any student that is absent from school 15 or more days will not be eligible for prom.
3. Senior Trip (if applicable) – A student who is absent from school 15 or more days during the school year is not eligible to participate in senior trip. Must meet all Deadlines set forth by sponsors.
4. Fall Formal (if applicable) – A student who is absent from school 7 or more days is not eligible to attend the fall formal.

Student Attendance Policy

Student attendance is a cooperative effort and the School Board shall involve parents and students in accepting the responsibility for good attendance.

Each parent/guardian or person having control or charge of a child within the compulsory attendance age shall be responsible for such child's regular and punctual attendance at school as required under provisions of the law.

Parents of students who are absent must inform the school of the reason for the absence no later than upon the student's return to schools. Absences are excused for the following reasons:

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

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

Students shall attend school for a full day unless otherwise excused

High school students may spend a maximum of 180 school days each academic year participating in High School to Work Partnerships established pursuant to guidelines developed by the Board of Education. Students who miss a partial or full day of school while participating in Partnership programs are not counted as absent for purposes of calculating average daily membership. The superintendent's regulations include procedures by which students may make up work missed while participating in a High School to Work Partnership.

An attendance officer, or a division superintendent or superintendent's designee when acting as an attendance officer pursuant to Va. Code § 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Va. Code § 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.

Compulsory Attendance Procedures

Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, the school principal, principal's designee, attendance officer or other school personnel or volunteer notifies the parent by phone, email or other electronic means to obtain an explanation. School staff records the student's absence for each day as "excused" or "unexcused". Early intervention with the student and parent or parents takes place for repeated absences.

1. Upon Fifth Absence Without Parental Awareness and Support

If (1) a student fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the student's parent is aware of and supports the absence; and (3) reasonable efforts to notify the parent of the absences have failed, then the Principal or designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, or through the use of other communication devices by the attendance officer to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The attendance officer, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

2. Upon Additional Absences Without Parental Awareness and Support

If the pupil is absent for more than one additional day after direct contact with the pupil's parent and school personnel have received no indication that the pupil's parent is aware of and supports the pupil's absence, the school principal or principal's designee shall schedule a conference with the pupil, the pupil's parent and school personnel. Such conference may include the attendance officer and other community service providers to resolve issues related to the pupil's nonattendance. The conference shall be held no later than 10 school days after the tenth absence of the pupil, regardless of whether his parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address the concerns and plan additional interventions if attendance does not improve. In circumstances in which the parent is internally noncompliant with compulsory attendance requirements, or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or principal's designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and pupil's parent within 10 school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228 or (ii) institute proceedings against the parent pursuant to Va. Code § 18.2-371 or 22.1-262. In filing a complaint against the students, the attendance officer shall provide written documentation of the efforts to comply with the provision of this policy. In the event that both parents have been awarded joint physical custody pursuant to Va. Code § 20-124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

3. Report for Suspension of Driver's License

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

4. Attendance Reporting

Student attendance shall be monitored and reported as required by state law and regulations. At the end of each school year, each public school principal shall report to the Superintendent the number of pupils by grade level for whom a conference was scheduled pursuant to Part II (B) above. The Superintendent shall compile this information and provide it annually to the Superintendent of Public Instruction.

5. Dismissal Precautions

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

SECTION II: HEALTH AND SAFETY **ACCIDENT/INJURIES/ILLNESSES**

Any accident, injury or illness which occurs on school property must be immediately reported to the principal. This is essential for medical and insurance purposes.

Every effort shall be made to immediately contact the parent or guardian. If they cannot be reached, the student will be transported by the most appropriate means to emergency treatment. Under no circumstances shall the student be permitted to start home alone.

The principal shall report serious incidents to the office of the Superintendent.

ADMINISTERING MEDICINES TO STUDENTS

Self-Care and Self-Administration of Medication

- Each enrolled student who is diagnosed with diabetes, with parental consent and written approval from the prescriber, is permitted to
- carry with him and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and
 - self-check his own blood glucose levels on school buses, on school property, and at school-sponsored activities.

A School Board employee, as defined in Va. Code § 22.1-274.E, who is a registered nurse, licensed practical nurse, or certified nurse aide and who has been trained in the administration of insulin, including the use and insertion of insulin pumps, and the administration of glucagon may assist a student who is diagnosed with diabetes and who carries an insulin pump with the insertion or reinsertion of the pump or any of its parts. Prescriber authorization and parental consent shall be obtained for any such employee to assist with the insertion or reinsertion of the pump or any of its parts. Nothing in this policy requires any employee to assist with the insertion or reinsertion of the pump or any of its parts.

Self-Administration of Asthma Medications and Auto-Injectable Epinephrine

Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions are met:

- Written parental consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, is on file with the school.
- Written notice from the student's health care provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan is prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which are jointly issued by the Virginia Department of Education and the Virginia Department of Health.
- Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents.

Epinephrine

Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, any school nurse, School Board employee, employee of a local appropriating body or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine may possess epinephrine and administer it to any student believed to be having an anaphylactic reaction.

Albuterol Inhalers

Albuterol inhalers and valved holding chambers are stocked in each school in the division to be administered by any school nurse, licensed athletic trainer under contract with the school division, employee of the School Board, employee of a local appropriating body, or employee of a local health department who is authorized by the local health director and trained in the administration of albuterol inhalers and valved holding chambers for any student believed in good faith to be in need of such medication.

Regulation

The superintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.

ALLERGIES

Students with allergies may qualify for either 504 services with a 504 Plan in place of the student's school or a Health Care Plan. The Plan is determined by the School-Based Team when data is presented pertaining to the severity of the allergy and the impact of a major life activity when functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, communicating, bending, lifting, standing, sleeping and eating, along with the operation of a major bodily function.

If your child has an allergy (peanuts, bee sting, etc.), please contact the school and the school nurse.

CHILD ABUSE AND NEGLECT REPORTING

Reporting Requirement (report within 24 hours)

Every employee of Scott County Schools who, in his professional or official capacity, has reason to suspect that a child is an abused or neglected child, in compliance with the Code of Virginia § 63.2-1509 et seq. shall immediately report the matter to:

1. the local department of social services where the child resides or where the abuse or neglect is believed to have occurred;
2. to the Virginia Department of Social Services' toll-free child abuse and neglect hotline; or
3. to the person in charge of the school or department, or his designee, who shall make the report forthwith. The person making the report to the local or state agency must notify the person making the initial report when the report of suspected abuse or neglect is made to the local or state agency, and of the name of the individual receiving the report, and must forward any communication resulting from the report, including any information about any actions taken regarding the report, to the person who made the initial report.

Notice of Reporting Requirement

The school board shall post in each school a notice that:

1. any teacher or other person employed there who has reason to suspect that a child is an abused or neglected child, including any child who may be abandoned, is required to report such suspected cases of child abuse or neglect to local or state social services agencies or the person in charge of the relevant school or his designee; and
2. all persons required to report cases of suspected child abuse or neglect are immune from civil or criminal liability or administrative penalty or sanction on account of such reports unless such person has acted in bad faith or with malicious purpose. The notice shall also include the Virginia Department of Social Services' toll-free child abuse and neglect hotline: 1-800-552-7096.

Complaints of Abuse and Neglect

The School Board and the local department of social services have adopted a written interagency agreement as a protocol for investigating child abuse and neglect reports, including reports of sexual abuse of a student. The interagency agreement is based on recommended procedures for conducting investigations developed by the Departments of Education and Social Services. The School Board reports substantial modifications of the agreement to the Board of Education.

COMMUNICABLE DISEASES

The Scott County School Board recognizes the importance of protecting its students and employees from the transmission of communicable diseases which present a threat to their health and safety, while also protecting the legitimate interests and rights of students and employees with communicable diseases. In carrying out this responsibility, the Board directs the superintendent to act in compliance with applicable law to exclude from school attendance or work in the school setting any person who has a communicable disease. Both the decision to remove the student or employee and the decision to readmit the student or to permit the employee to return to work shall be made by the superintendent based upon consultation with the local health department, the student's or employee's physician, physician assistant, nurse practitioner, and/or other medical authorities. (See policy JHCCA).

The identity of a student who has a communicable disease will be kept confidential and will be revealed only in accordance with state law. An alternative educational program should be made available to any student whose removal pursuant to this policy is expected to result in a prolonged absence from school or where otherwise required by law.

Administrative procedures concerning the exclusion of employees and students with communicable diseases will be consistent with the requirements of law, including the policies of the Virginia Department of Education, and should reflect current medical knowledge and research.

HOMELESS PUPILS/IMMUNIZATIONS

If a student is a homeless child or youth as defined in Va. Code § 22.1-3 and

1. does not have documentary proof of necessary immunizations or has incomplete immunizations and
2. is not exempted from immunization,

the school division will immediately admit such student and will immediately refer the student to the local school division homeless liaison who will assist in obtaining the documentary proof of, or completing, immunization.

Immunization Record

Every school records each student's immunizations on the school immunization record. The school immunization record is a standardized form provided by the State Department of Health, which will be a part of the mandatory permanent student record. Such record is open to inspection by officials of the State Department of Health and the local health departments.

The school immunization record will be transferred by the school whenever the school transfers any student's permanent academic or scholastic records.

Within 30 calendar days after the beginning of each school year or entrance of a student, each admitting official will file a report with the local health department. The report will be filed on forms prepared by the State Department of Health and will state the number of students admitted to school with documentary proof of immunization, the number of students who have been admitted with a medical or religious exemption and the number of students who have been conditionally admitted, including those students who are homeless children or youths as defined in Va. Code § 22.1-3.

HUMAN RESEARCH

Surveys, analyses or evaluations conducted as part of any program which is funded by the United States Department of Education or is otherwise subject to policies and regulations promulgated by any agency of the federal government shall be conducted in accordance with Policy JOB Administration of Surveys and Questionnaires, 20 U.S.C. § 1232h, and the applicable federal regulations. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation will be available for inspection by the parents or guardians of the students involved.

Any other human research involving students must be approved and conducted under the review of a human research committee established by the school division or the school conducting the research. Such research will be conducted or authorized only after the student and the student's parents or legally authorized representative give their informed consent, as evidenced by a signed and witnessed informed consent form in accordance with Va. Code § 32.1-162.18.

The human research committee will be composed of representatives of varied backgrounds to ensure the competent, complete, and professional review of human research activities. No member of the committee may be directly involved in the proposed human research or have administrative approval authority over the proposed human research except in connection with his responsibilities as a member of the committee. In deciding whether to approve proposed human research, the committee will consider the factors listed in Va. Code § 32.1-162.19.

Research or student learning outcomes assessments conducted in educational settings involving regular or special education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, or the use of educational tests, whether cognitive, diagnostic, aptitude, or achievement, if the data from such tests are recorded in a manner so that subjects cannot be identified, directly or indirectly, are exempt from the requirements of this policy.

Definition: as used in this policy, "human research" means any systematic investigation, including research development, testing and evaluation, utilizing human subjects, that is designed to develop or contribute to generalized knowledge. "Human research" does not include research exempt from federal research regulation pursuant to 45 C.F.R. § 46.101(b).

SCHOOL SAFETY AND CRISIS MANAGEMENT

Each school develops a written school crisis, emergency management and medical emergency response plan as defined below. The School Board includes the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the regional emergency medical services council, and the emergency management official of the locality, or their designees, in the development of such plans. The School Board, the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the regional emergency medical services council, and the emergency management official of the locality, or their designees, annually review each school's plan. The Department of Education and the Virginia Center for School and Campus Safety (VCSCS) will provide technical assistance to the school division in the development of the plans. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the Board of Education and the VCSCS.

The School Board designates Jason Smith, Assistant Superintendent, as emergency manager.

Each school annually conducts school safety audits as defined below in collaboration with the chief law-enforcement officer of the locality or with that officer's designee. The results of such school safety audits are made public within 90 days of completion. The School Board may withhold or limit the release of any

security plans, walk-through checklists and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. The completed walk-through checklist will be made available upon request to the chief law-enforcement officer of the locality or that officer's designee. Each school maintains a copy of the school's safety audit, which may exclude such security plans, walk-through checklists and vulnerability assessment components, within the office of the school principal and makes a copy of such report available for review upon written request.

Each school submits a copy of its school safety audit to the superintendent. The superintendent collates and submits all such school safety audits, in the prescribed format and manner of submission, to the VCSCS and shall make available upon request to the chief law-enforcement officer of the locality the results of such audits for the officer's review and recommendation. The superintendent includes the designation of the division safety official, which includes a current mailing address, a current working daytime phone number, a current functional email address, and a current functional fax number, with the school safety audits when they are submitted to VCSCS.

The superintendent establishes a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, local community services boards and judicial and public safety personnel. The school safety audit committee reviews the completed school safety audits and submits any plans, as needed, for improving school safety to the superintendent for submission to the School Board.

"School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel or facilities. The plan includes a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in Va. Code § 19.2-11.01, as well as current contact information for both.

"School safety audit" means a written assessment of the safety conditions in each public school to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses include recommendations for structural adjustments, changes in school safety procedures and revisions to the Standards of Student Conduct. The audit is consistent with a list of items identified by VCSCS to be reviewed and evaluated. As part of each audit, the School Board creates a detailed and accurate floor plan for each school building or certifies that the existing floor plan is sufficiently detailed and accurate.

Each school has contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid.

In addition, the school administration ensures that the school has:

1. written procedures to follow in emergencies such as fire, injury, illness, allergic reactions and violent or threatening behavior. The procedures include Policy JHCD Administering Medicine to Students. The plan is outlined in the student handbook and discussed with staff and students during the first week of each school year;
2. space for the proper care of students who become ill;
3. a written procedure, in accordance with guidelines established by the School Board, for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and
4. written procedures to follow for the safe evacuation of persons with special physical, medical or language needs who may need assistance to exit a facility.

SCHOOL SAFETY AND CRISIS MANAGEMENT

The Scott County school division is committed to providing a safe and secure learning and working environment for all students and staff. To fulfill that commitment to safety, the Superintendent or his/her designee shall develop and implement a comprehensive school safety and crisis management plan which shall comply with and enforce all applicable State and federal laws, rules, and regulations.

The plan shall include the following elements:

1. Prevention plan. The prevention plan shall include measures designed to:
 - a. Raise student and staff awareness about school safety and provide appropriate means for reporting concerns about safety. Written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior shall be outlined in the student handbook and discussed with students and staff during the first week of each school year. Students and staff should also be clearly informed of all disciplinary rules, with particular emphasis on those bearing on safety.
 - b. Train professional staff to recognize the warning signs that may precede violent conduct and provide a process for referring students in need of help.
 - c. Make use of community resources, including parents and the local police department, in developing strategies for keeping the school and community safe.
 - d. Identify and respond to potential safety concerns.
 - e. Each school within the division shall conduct a school safety audit using the item-list developed by the Superintendent of Public Instruction. A "safety audit" means a written assessment of the safety conditions in each public school to (i) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses may include recommendations for structural adjustments, changes in school safety procedures, and revisions to the School Board's standards for student conduct. The Superintendent shall maintain a list of division schools which have completed the safety audit. Each school shall maintain a copy of the school safety audit within the office of the school principal and shall make a copy of such report available for review upon written request.

2. Each school shall maintain records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections shall be determined by the local school board in consultation with the local health and fire departments
 - a. Equip all exit doors with panic hardware as required by the Uniform Statewide Building Code.
 - b. Have space available for the proper care of students who become ill.
3. Response plan. The response plan shall ensure immediate and effective action in a crisis or potential crisis situation.
 - a. The School Board shall ensure that every school within the division develops a written school crisis and emergency management plan, consisting of the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including the following:
 - natural disasters involving fire, flood, or severe weather;
 - loss or disruption of power, water, communications or shelter;
 - bus or other accidents;
 - medical emergencies;
 - student or staff member deaths;
 - explosions;
 - bomb threats;
 - gun, knife or other weapons threats;
 - spills or exposures to hazardous substances;
 - the presence of unauthorized persons or trespassers;
 - the loss, disappearance, or kidnapping of a student;
 - hostage situations;
 - violence on school property or at school activities;
 - other incidents posing a serious threat of harm to students, personnel or facilities; or
 - imminent risk of suicide by students.

This plan shall be developed and fully operational by July 1, 2000. In developing this plan, schools may consult the model school crisis and emergency management plan developed by the Board of Education.

- All schools must have contingency plans for emergencies that include staff certified in Cardiopulmonary Resuscitation, the Heimlich maneuver, and emergency first aid. In addition, the school administration shall ensure that the school has:
 - Written procedures for responding to emergencies, including outside threats to safety and security such as bomb threats or threatening conduct by persons not part of the school community.
 - All schools must have contingency plans for emergencies that include staff certified in Cardiopulmonary Resuscitation, the Heimlich maneuver, and emergency first aid. In addition, the school administration shall ensure that the school has:
 - All schools must have contingency plans for emergencies that include staff certified in Cardiopulmonary Resuscitation, the Heimlich maneuver, and emergency first aid. In addition, the school administration shall ensure that the school has:
 - Written procedures for responding to emergencies, including outside threats to safety and security such as bomb threats or threatening conduct by persons not part of the school community.
 - Written procedures, in accordance with guidelines established by the local school board, for responding to violent, disruptive or illegal activities by students or others within the school community while on school property or during a school-sponsored activity. Specific procedures shall be established for responding to verbal or physical threats and other forms of threatening conduct.
 - Procedures for responding to medical emergencies.
4. Crisis communication plan. The crisis communication plan shall ensure effective communication during a crisis. It shall require that the following elements be made a part of each school's written safety and crisis management plan:
 - a. A process by which employees can notify the principal or other administrator of an existing emergency.
 - b. A process by which the principal or other administrator can notify the school community of an existing emergency and of immediate action to be taken, if any.
 - c. Designation of a person or persons to handle immediate emergency tasks, including calling 911 and disabling school bells.
 - d. Protocol for notifying persons outside the school of an existing emergency, and for fielding incoming inquiries and visits during and following an emergency.

The Scott County School System School Safety and Crisis Management Plan has been developed and implemented with copies on file at each school and the School Board Central Office.

SCREENINGS

60 Day Screening Team- SCS has formed a screening team consisting of RNs, LPNs, health assistants, speech therapists, and a vision specialist to screen for: speech, language and voice; hearing and vision; scoliosis; and fine and gross motor skills within 60 administrative working days of initial enrollment and may be screened after 60 business days if original results are not considered valid. This serves as notice to parents and students of the screenings. Parental permission not required for screenings; however, parents may opt their child out of the screening with a written note to the school within the first 2 weeks of enrollment. All procedural safeguards are followed during the screening process, including: written notice to parents when children fail two screenings and are being referred for further testing, confidentiality of child information, and maintenance of information in each child's scholastic record. Screenings reported on a child's preschool physical exam might be acceptable if all necessary information is available. The following is a list of those areas to be screened and more specific information.

SPEECH, LANGUAGE, and VOICE SCREENINGS – Will be screened within 60 administrative days of the opening of school for all new enrollees, including those in Pre-K, kindergarten and those who transfer into the school division for the first time.

HEARING & VISION SCREENING (Grades Pre-K, K, 3, 7, 10)

AUDIO LOGICAL EVALUATION- Children with apparent hearing difficulties (utilizing Pure Tone/Tympanogram evaluations) are examined by an audiologist if they fail two hearing screenings.

SCOLIOSIS SCREENING – Will be conducted twice during a six-year period in which students are in grades 5 through 10. For students in the school division at grade 5, the screening will be conducted in grade 5 and again at grade 10. Students who enter SCS for the first time after grade 5 will be screened during the year they enter and while in grade 10. If they enter SCS for the first time during grade 10, they will only be screened once during that year.

Scoliosis is defined as a lateral curvature of the spine. In most cases, the scoliosis is idiopathic (80% of cases), meaning that it is not known what has caused the curvature to occur. It is not caused by having poor posture or carrying a heavy book bag and in most cases, if detected early it can be treated and does not cause any permanent problems or disabilities.

Scoliosis is usually discovered during routine screening with the forward bend test (Adam's test). During this exam, the child stands up straight, with feet together. The examiner will first check that the shoulders, scapulae (shoulder blades), and hips are level (uneven shoulders can be a sign of scoliosis) and the spine is straight. Next the child will bend forward at the hips, with the arms loosely extended and the palms held together. In children with scoliosis, bending forward will reveal an asymmetry of the back or posterior chest wall causing an elevation of one side of the back, or a rib hump. The child needs to wear a light-weight shirt or t-shirt for this exam. Screening can either be accomplished at school or from the child's medical doctor.

FINE AND GROSS MOTOR - Will be screened within 60 administrative days of the opening of school for all new enrollees including those in kindergarten and those who transfer into the school division for the first time.

Students may be referred for a special education evaluation through the screening process if the student failed any of the screenings which would affect educational and/or behavioral needs.

SEX OFFENDER REGISTRY NOTIFICATION

The Scott County school division recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, each school in the Scott County school division shall request electronic notification of the registration or reregistration of any sex offender in the same or contiguous zip codes as the school. Such requests and notifications shall be made according to the procedure established by the Virginia Department of State Police (State Police).

Annual Notification

At the beginning of each school year, the Scott County Public Schools shall notify parents and employees of this policy. The school board will also annually notify the parent of each student enrolled in the school division of the availability of information in the Sex Offender and Crimes Against Minors Registry and the location of the Internet website.

(<http://www.sex-offender.vsp.state.va.us/cool-ICE/>)

Dissemination of Sex Offender Registry Information

Sex offender registry information shall be provided to employees who are most likely to observe unauthorized persons on or near school property including but not limited to:

- school bus drivers
- A. employees responsible for visitor registration
- employees responsible for bus duty
- security staff
- coaches
- playground supervisors, and
- maintenance personnel.

When registry information is disseminated, it shall include a notice that such information should not be shared with others and may only be used for the purposes discussed below. Employees who share registry information with others may be disciplined.

The Scott County school division recognizes that it is the responsibility of local law enforcement to notify the community of potential public danger. Therefore, the division will not disseminate registry information to parents.

Use of Sex Offender Registry Information

Registry information shall only be used for the purposes of the administration of law-enforcement, screening current or prospective school division employees or volunteers and for the protection of school division students and employees. Registry information shall not be used to intimidate or harass others.

1. Registered Sex Offender Sighted. If a notified employee sees a registered sex offender on or near school property, around any school division student, or attending any school division activity, the Superintendent or his designee shall be notified immediately. The Superintendent or his designee may, in his or her discretion, notify local law-enforcement.
2. School Volunteers and Student Teachers. Each staff member shall submit to the Principal the name and address of each volunteer the staff member proposes to use as soon as the person is identified. The Principal shall screen each student teacher and volunteer's name and address against the registry information. If a match is found, the Principal shall notify the Superintendent, who shall confirm the match. If the match is confirmed, the Superintendent shall inform the individual, in writing, that he or she may not serve as a volunteer or student teacher. The notice shall provide the reason with reference to this policy. The Superintendent shall provide a copy of the notice to the Principal and staff member.
3. Contractors' Employees. In addition to ensuring that the certification requirements of Policy DJF Purchasing Procedures are met, the Superintendent shall include the following language in all Division contracts that may involve an employee of the contractor having any contact with a student:
The contractor shall not send any employee or agent who is a registered sex offender to any school building or school property. Monthly, the contractor shall check the registry to determine if any employee is registered.
4. School Division Employees. Each time sex offender registry information is received, the principal shall review it to determine if a school division employee is registered. If a match is found, the Superintendent shall confirm or disprove the match with local law enforcement. If the match is confirmed, the Superintendent shall notify the School Board. The School Board will take the appropriate action to comply with state law which may include termination of employment.
5. Applicants for Employment. Before hiring any person, the Superintendent shall determine whether the prospective employee is a registered sex offender. If the prospective employee is a registered sex offender, he or she shall not be hired by the division.
6. Parents of Students and other Visitors.

No adult who has been convicted of a sexually violent offense, as defined in Va. Code § 9.1-902, may enter or be present, during school hours or during school-related or school-sponsored activities, at any school, on any school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless

- he is a lawfully registered and qualified voter, and is coming upon such property solely for purposes of casting his vote;
- he is a student enrolled at the school; or
- he has obtained a court order pursuant to Va. Code § 18.2-370.5.C allowing him to enter and be present upon such property, has obtained the permission of the school board or its designee for entry within all or part of the scope of the lifted ban, and is in compliance with the school boards' terms and conditions and those of the court order.

When the school division learns that a parent of an enrolled student is a registered sex offender, other than a violent sex offender, the parent will be notified in writing that he or she is barred from being present at school or at school functions without the express written approval of the student's principal. Such approval must be obtained in advance of the proposed visit and will state the conditions under which the parent may be present. When a parent who is a registered sex offender is permitted at school or at school functions he or she will be monitored to ensure that he or she does not come into contact with any children other than his or her own children. Principals will consider requests from registered sex offenders in accordance with procedures prescribed by the superintendent.

When the school division learns that any person other than the parent of an enrolled student who is a registered sex offender, other than a violent sex offender, seeks to be present at school or at school functions, he or she will be notified in writing that he or she is barred from being present at school or school functions without the express written approval of the principal of the school the person seeks to visit or which sponsors the event the person seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the person may be present. One of the conditions will be that the person will be monitored to ensure the safety of students, staff, and others. Principals will consider requests from registered sex offenders in accordance with procedures prescribed by the superintendent.

7. Precautions to Protect Students. When the Superintendent determines it is necessary, because of the presence of a registered sex offender, alternative arrangements may be made for bus and walking routes to and from school, recess and physical education periods, or any other activity in order to protect division students.

Requests for Registry Information

Anyone requesting registry information from the school division shall be referred to the State Police.

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Scott County School Board may employ school nurses, physicians, physical therapists, occupational therapists and speech therapists who meet such standards as may be determined by the Board of Education. Subject to the approval of the local appropriating body, a local health department may provide personnel for health services for the school division.

A. Accident/Injuries/Illness

Any accident, injury or illness which occurs on school property must be immediately reported to the principal. This is essential for medical and insurance purposes.

Every effort shall be made to immediately contact the parent or guardian. If they cannot be reached, the student will be transported by the most appropriate means to emergency treatment. Under no circumstances shall the student be permitted to start home alone.

The principal shall report serious incidents to the office of the Superintendent.

B. Accidents and Injuries: Emergency Care

School Personnel:

1. Shall render emergency care to students who are injured at school.
2. Shall proceed on the assumption of maximum disability in the event the severity of an injury cannot be determined.
3. Shall see that first aid kits are handily available when students are conducted on field trips.
4. Shall under no circumstances stipulate or imply to anyone that they or the school are responsible or liable for an accident. Responsibility or cause and payment of doctor bills are to be decided by the insurance carrier.
5. Shall notify the parent before a physician is contacted except in cases of extreme emergency. This must be a matter of judgment. The decision to contact a physician immediately should be made if it is in the best interest of the student.
6. Shall file a report of the accident on forms provided for that purpose.

STUDENT IMMUNIZATIONS

No student shall be admitted by a school unless at the time of admission the student or his parent submits documentary proof of immunization as required by Va. Code §§ 22.1-271.2 and 32.1-46 to the admitting official of the school or unless the student is exempted from immunization as described below or is a homeless child or youth as defined in Va. Code § 22.1-3.

If a student does not have documentary proof of immunization, the school will notify the student or his parent

- that it has no documentary proof of immunization for the student;
- that it may not admit the student without proof unless the student is exempted, including any homeless child or youth as defined in Va. Code § 22.1-3;
- that the student may be immunized and receive certification by a licensed physician, physician assistant, nurse practitioner, registered nurse or an employee of a local health department; and
- how to contact the local health department to learn where and when it performs these services.

Any parent, guardian, or other person having control or charge of a child being home instructed or exempted or excused from school attendance shall comply with immunization requirements provided in Va. Code § 22.1-32.1-46 in the same manner and to the same extent as if the child has been enrolled in and is attending school.

Conditional Enrollment

Any student whose immunizations are incomplete may be admitted conditionally if he provides documentary proof at the time of enrollment of having received at least one dose of the required immunizations accompanied by a schedule for completion of the required doses within 90 calendar days. If the student requires more than two doses of hepatitis B Vaccine, the conditional enrollment will be 180 calendar days.

The immunization record of each student admitted conditionally will be reviewed periodically until the required immunizations have been received.

Any student admitted conditionally who fails to comply with his schedule for completion of the required immunizations will be excluded from school until his immunizations are resumed.

Exemptions

No certificate of immunization is required for the admission to school of any student if

- the student or his parent submits an affidavit to the admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices; or
- the school has written certification from a licensed physician, physician assistant, nurse practitioner, or local health department that one or more of the required immunizations may be detrimental to the student's health, indicating the specific nature and probable duration of the medical condition or circumstance that contraindicates immunization.

Homeless Pupils

If a student is a homeless child or youth as defined in Va. Code §22.1-3 and

- does not have documentary proof of necessary immunizations or has incomplete immunizations and
- is not exempted from immunization.

The school division will immediately admit such student and will immediately refer the student to the local school division homeless liaison who will assist in obtaining the documentary proof of, or completing immunization.

Students in Foster Care

If a student is in foster care, the sending school shall expedite the transfer of the student's record (§22.1-289 of the Code of Va.). If the documents required by the school to enroll the child are not immediately available, a representative (LDSS) shall obtain and produce, or otherwise ensure compliance with these requirements, within thirty (30) days after enrollment of the child (§ 63.2-900.D of the Code of Va.) including the child's:

- Proof of Immunization (§ 22.1-271.2 Code of Va.)
- Preschool Physical Examination, as appropriate (§ 22.1-270 Code of Va.)

Immunization Record

Every school records each student's immunizations on the school immunization record. The school immunization record is a standardized form provided by the State Department of Health, which will be a part of the mandatory permanent student record. Such record is open to inspection by officials of the State Department of Health and the local health departments.

The school immunization record will be transferred by the school whenever the school transfers any student's permanent academic or scholastic records. Within 30 calendar days after the beginning of each school year or entrance of a student, each admitting official will file a report with the local health department. The report will be filed on forms prepared by the State Department of Health and will state the number of students admitted to school with documentary proof of immunization, the number of students who have been admitted with a medical or religious exemption and the number of students who have been conditionally admitted, including those students who are homeless children or youths as defined in Va. Code § 22.1-3.

STUDENT INSURANCE

The carrier of such insurance plan shall be chosen based upon cost, services rendered, and such other requirements as the Board deems suitable to the best interests of the community. The insurance company selected this school year is VACoRP Insurance. Insurance coverage is for injury during the hours and days when school is in session and while attending or participating in school sponsored and supervised activities on or off the school premises. To be school-sponsored the following requirements must be met:

1. The student must be enrolled in the Scott County school system.
2. The activity must be chaperoned by a Scott County school employee.
3. The activity must be pre-approved by the administration.

This includes participation in interscholastic sports. (Coverage includes: tryouts, preseason and postseason play and supervised travel.)

Claims are processed by VACoRP's experienced claims adjusters. This coverage is **secondary** to all other coverages and will pay eligible medical expenses not paid by other sources. For additional information, please call 888-822-6772.

2023-2024 Student Accident Insurance Coverage

Medical expense limit	\$25,000
Inpatient room and board – usual and customary (U&C) – semiprivate room	\$1000 first day; \$700 each additional day
Day surgery	Up to \$1,500
Outpatient physician visit expense	\$50
Outpatient physiotherapy expense	\$50/day up to \$500
Outpatient emergency room expense	Up to \$750
Outpatient X-Ray expense	Up to \$500
Laboratory	U&C
Prescriptions	U&C
Outpatient durable medical equipment and supplies expense	Up to \$300
Surgeon expense	U&C up to \$3,000
Assistant surgeon	30% of amount paid for surgery
Anesthetist or Anesthesiologist expense	30% of amount paid for surgery
Ambulance expense	Up to \$500
Air Ambulance	Up to \$5,000
Consultant	Up to \$500
Outpatient dental accident expense	\$600 per tooth
Licensed nurse expense	U&C
Heat exhaustion and sunstroke	\$1,000

Note: U&C mean usual and customary expenses

***Claim forms can be picked up at your child's school or printed from the school division's website. It is very important to follow the timelines outlined in reporting a claim. Failure to comply with the scheduled timelines could result in lack of coverage.**

STUDENT SAFETY

The primary consideration of the Scott County School Board in all student activities shall be the safety of the student. The Division Superintendent shall implement the provisions of state law and the regulations of the Board of Education concerning student safety.

Students shall be instructed properly in accident prevention including proper conduct on streets and highways, the operation of motor vehicles, and fire prevention.

Students shall be carefully supervised at all times and caution shall be exercised in these classes where machinery or chemicals are used or are in use. Protective eye devices shall be worn where there could be damage to the student.
Care shall be taken that all equipment or grounds used by students shall be kept free from hazardous conditions.

Any employee, volunteer, student, or other individual becoming aware of a threat by any individual to do serious bodily harm to any person or facilities must report same immediately to the principal. The principal shall report immediately the threat to the Division Superintendent and police officials. The individual(s) making the threat(s) is/are to be removed immediately from school grounds.

In an effort to make our schools as safe as possible, the following precautions will be taken:

1. Students, faculty, and staff will notify the office of any strangers they see on school property.
2. Visitors sign in
3. Hall/Visitor pass
4. Make available to teachers a list of students suspended or expelled
5. Be alert to the presence of any students who have been suspended or expelled from school and immediately notify the office
6. Limit access to the building by closing and locking all outside doors except those leading to the main entrance. (Only lock those doors equipped with panic bars that allow students to exit safely.)
7. Periodic locker search
8. Discuss safety with students the first day of each school year and ask for their help concerning school safety.
9. "TIPS" Hotline (452-8477) for reporting any information that may be harmful to students, teachers, etc.

SECTION III: INSTRUCTION
ACCEPTABLE USE POLICY FOR ELECTRONIC INFORMATION, SERVICES, AND NETWORKS
(Current policy reviewed 7/27/2023)

The School Board provides a computer system, including the Internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, image & document scanners, tape drives, servers, mainframe and personal computers, the Internet and other internal or external networks.

The purpose of telecommunications technology in Scott County Public Schools is to support research, communication, and education and to provide access to unique resources and opportunities for collaborative work. The use of SCPS computer networks, including Internet access, must be in support of education and consistent with the educational objectives of Scott County Public Schools and the Virginia Board of Education.
This policy applies to all users of SCPS electronic information, services, and networks. By using or accessing Division facilities or services, the user agrees to abide by this policy.

In accordance with Va. Code § 22.1-70.2, Scott County Public Schools requires all students/staff to receive NetSmartz Internet safety training or division developed Internet safety training. Internet safety is both taught to and practiced by all students and staff, grades K-12, with special emphasis placed in both the SCPS Grade 5 and Grade 8 curriculum.

Electronic information research skills are now fundamental for productive citizens and employees. Access to the Internet enables students, teachers, and administrators to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging information with people around the world. The Division expects that its teachers will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways which point students to those which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed, they will be subject to supervision in an effort to provide Internet use that is particularly suited to learning objectives.

Scott County Public Schools will use a filter which seeks to prevent access to pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256, obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460, material which the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors. However, it is recognized that this filter alone is no guarantee that users will not be able to find Internet resources which are profane, offensive, obscene, or otherwise objectionable. The ultimate responsibility for appropriate use of Internet resources lies with the user. Parents and guardians may request alternative activities not requiring Internet use for their minor children.

Students utilizing SCPS-provided Internet access must first have the permission of and must be supervised by the Division's professional staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the Division. Access is a privilege, not a right. Access requires responsibility.

Computer System Use-Terms and Conditions.

1. **Acceptable Use.** Scott County Public Schools provides employees and students with access to its telecommunication systems. The purpose of these systems is not general access but has a more specific limited educational purpose. This purpose includes use of telecommunication systems for professional SCPS business, classroom instructional activities, professional and career development and to further educational personal goals consistent with the school division mission, goals, and objectives and school policies. Uses which might be acceptable on a user's personal account on another system may not be acceptable on these limited purpose systems. Access to the Division's computer system shall be for the purposes of education or research and be consistent with the educational objectives of the Division or for legitimate school business.

Internet Guidelines:

The school division will provide access to the Internet based on the following guidelines:

1. In elementary schools (K-4), teachers will actively supervise student use of the Internet. Access is password driven. Teachers will make every effort to ensure that students are directed to sites with only age- and topic-appropriate material. Best teaching practice recommends teachers bookmark or use portals to direct usage.
2. In upper elementary school (5-6), teachers will supervise and model appropriate use of the Internet. Students will continue to have Internet access under direct teacher supervision; however, students will, also, experience guided practice leading towards gaining skills to become an independent, responsible user of the Internet. Teachers will model skills needed to search for information within an area of study, to filter information for credibility and worth, and to

recognize areas of inappropriate information sources or access. Teachers will explore an Internet site before directing students to that site. Teachers will make every effort to ensure that students are directed only to sites with age- and topic-appropriate material and resources.

3. In middle school (7-8), teachers will provide guided practice and model appropriate use of the Internet. Teachers will supervise student initiated information search activities and provide support for students as they begin to assume responsibility for becoming independent users of the Internet. Teachers will make every effort to ensure that students explore only sites with age and topic-appropriate material and resources.
4. In high school (9-12), students will participate in independent Internet use with teachers assuming less of a monitoring role and more of an advisory role.

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 as described below.

Prohibited Conduct Includes

- ◆ to use the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal, state or local law.
- ◆ to send, receive, view or download illegal material via the computer system.
- ◆ to download unauthorized software .
- ◆ to download copyrighted material for unauthorized use.
- ◆ to use the computer system for private financial or commercial gain.
- ◆ to transmit profane, obscene, abusive, sexually explicit, or threatening language.
- ◆ to wastefully use resources, such as file space.
- ◆ to gain unauthorized access to resources or entities.
- ◆ to post material unauthorized or created by another without his or her consent.
- ◆ to use the computer system for commercial or private advertising.
- ◆ to "hack into" or otherwise access data not intended for the user including, but not limited to, other users' files and administrative data.
- ◆ to share passwords with others, circumvent the menu/password and/or internet filtering software installed on Division computers.
- ◆ to access, upload, download, or distribute profane, pornographic, obscene, sexually explicit, or illegal material.
- ◆ to transmit profane, obscene, abusive, sexually explicit, or threatening language; to violate any local, state, or federal law.
- ◆ to vandalize, damage, or disable the property of another individual or organization
- ◆ including destroying data by creating or spreading viruses or by other means.
- ◆ to violate copyright or otherwise use the intellectual property of another individual or organization without permission.
- ◆ to download or install any network monitoring software as well as any computer monitoring software

The following uses of school-provided computer networks including Internet access are not permitted by students unless authorized by the Scott County Public Schools Technology Department:

- ◆ to access the school division computer network with privately owned laptop computers
- ◆ to download and/or install software on the school division's computers

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.
- ◆ Users shall use appropriate language. The use of obscene, lewd, profane, threatening, discriminatory remarks or disrespectful language is prohibited.
- ◆ Users shall not post personal contact information 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 read, 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.

Users should not expect that files stored on school-based computers will be private. Electronic messages and files stored on school-based computers are always regarded as property of the Division. Authorized administrators and faculty may review files and logs of Internet use at any time, without reason or prior notice, to maintain system integrity and determine that users are acting responsibly or otherwise consistent with this policy.

7. **Vandalism.** Intentional destruction of or interferences with any part of the computer system through creating or downloading computer viruses or by any 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 educational tool. Electronic mail is not private. Student's electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. 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 minors 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.

Any violation of Division policy and rules may result in immediate termination of Division-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate conduct. When and where applicable, law enforcement

agencies may be involved.

The Scott County School Board makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The Division will not be responsible for any damages users suffer, including--but not limited to--loss of data resulting from delays or interruptions in service; the accuracy, nature, or quality of information stored on Division diskettes, hard drives, or servers; the accuracy, nature, or quality of information gathered through Division-provided Internet access; personal property used to access Division computers or networks or for Division-provided Internet access; nor for unauthorized financial obligations resulting from Division-provided access to the Internet.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

11. Portable Communication Devices. "Portable Communication Devices" are defined to include portable two-way telecommunication devices, including but not limited to cellular telephones, beepers, walkie-talkies, personal digital assistants, digital media players such as IPOD, Zoom, MP3 Players or any other digital media player, any text messaging device and other hand-held computing devices (when such device is being used as a communication device). This definition will also include any new technology developed for similar purposes.

Possession, Display and Use

Students may possess/use a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communications device on school property, provided that the device must remain off and out of sight during **instructional time** unless it is being used for instructional purposes at the direction of the student's teacher.

Responsibility/Liability

The School Board will assume no responsibility in any circumstance for the loss/destruction/damage or theft of Portable Communication Devices or for any communication bill associated with the authorized or unauthorized

Discipline

School officials shall take possession of Portable Communication Devices for any violation of this regulation and parents/legal guardians must make arrangements with school officials to claim such devices. Specific days and times may be established by school officials for parents/legal guardians to retrieve such devices. Confiscated Portable Communication Devices will not be released to students under any circumstances.

In addition to school officials taking possession of these Portable Communication Devices until the parents/legal guardians retrieve such Portable Communication Devices, students who violate this regulation shall be subject to discipline in accordance with the Scott County Public Schools Discipline Guidelines as specified in the Code of Student Conduct. Such Discipline Guidelines shall include but not be limited to revocation of the privilege to possess or use a Portable Communication Device on school property, a school bus, or at a school sponsored event.

12. Camera Devices. "Camera Devices" are defined as any device used to input media into a recording device. Devices, including but not limited to cellular telephones with cameras, digital cameras, camcorders and any other imaging devices (when such device is being used as an imaging device). This definition will also include any new technology developed for similar purposes.

- ◆ Camera devices may not be used in any unethical or illegal manner.
- ◆ Camera devices may not be used to photograph another person who has a reasonable expectation of privacy without that person's knowledge and consent.
- ◆ Camera devices may not be used in a way that would violate another person's copyright.
- ◆ Camera devices may not be used to harass, intimidate, or bully another person or to invade another person's privacy.
- ◆ An image taken using a camera device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded, or the person who owns the copyright in the material appearing in that image.

Prohibited Locations

- ◆ Camera devices may not be used on school board property without a teacher's or principal's permission that specifies the purpose and duration of the use.
- ◆ Camera devices may not be used in any locker room, restroom, or any other place where other people have a reasonable expectation of privacy.

13. Surveillance Cameras. The Scott County School Board authorizes the use of closed circuit cameras on school premises to ensure the health, safety, and well being of all staff, students, and visitors, and to safeguard district facilities and property. Cameras may be used in common areas as determined to be appropriate by the superintendent. "Common areas" means those locations to which students, employees and/or visitors have access and there is not an expectation of privacy, such as but not limited to parking lots, hallways, gymnasiums, auditoriums, and buses.

Surveillance recordings may be used to determine if staff, students, or visitors have violated board policies, administrative directives, building rules, or laws. Staff, students, or visitors may be subject to disciplinary action and/or referred to law enforcement regarding conduct observed by viewing surveillance recordings. The administration is authorized to determine the frequency that surveillance recordings will be regularly reviewed as well as the placement and focus point of all cameras.

Surveillance cameras will not be used as part of a teacher evaluation, without teacher consent.

The recordings shall be retained for a minimum of three days. The district shall have no duty to retain recordings longer than this retention period.

Use of Personal Devices

Students of Scott County Public Schools may bring personal mobile internet devices to school to use as educational tools but only with direct teacher permission. The use of these devices during instructional time will be at the teacher's discretion and only for instructional purposes. Students must obtain teacher permission before using an electronic device during classroom instruction and must turn off and put away an electronic device when requested by a teacher.

Personal Electronic Devices (PED) includes but is not limited to iPods, iPads, other tablets, e-readers, cell phones, or any device with an app for listening. All users must adhere to the Acceptable Use Agreement Form signed by the student and the parent/guardian.

Fiscal Responsibility

Scott County Public Schools (SCPS) assumes no responsibility in any circumstance for loss, destruction, damage, theft, or charges made on monthly statements for personal devices.

Data Responsibility

SCPS assumes no responsibility for any data contained on any personal electronic device. SCPS does not guarantee the privacy or security of any item stored on or transmitted by any privately owned electronics devices.

The use of a personal device carries no right or expectation of privacy. SCPS reserves the right to monitor, review, and restrict the use of any PED. The contents of the equipment shall be subject to review if reasonable suspicion exists that the student violated the law and/or school rules.

The students are responsible for knowing how to properly and effectively use their PED and are personally responsible for the equipment. Any damage to the equipment and charges related to the use of the device is the responsibility of the individual. **Division technicians will not support, service, or repair any equipment that does not belong to the school division.**

Students are not to download software or other SCPS programs to their PEDS.

At all times of appropriate use, sound must be turned off and backgrounds and screensavers must be appropriate for school.

Music, video, or other large data files required for a specific assignment must be stored on the device and not streamed or downloaded while on the school network.

Students are not permitted to use their personal electronic device to access the Internet by any manner other than connecting through the secure wireless network provided.

ALTERNATIVE EDUCATION PROGRAMS

The Superintendent, pursuant to regulations adopted by the school board, may in accordance with the procedures set forth in Va. Code § 22.1-276.01 et seq. and School Board policy and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of Va. Code § 16.1-260; (iii) suspended pursuant to Va. Code § 22.1-277.05; or (iv) expelled from school attendance pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or subsection B of § 22.1-277, require a student to attend an alternative education program as provided by Va. Code § 22.1-209.1:2 or 22.1-277.2:1.

Prior to requiring a student to attend an alternative education program, the Superintendent shall provide: (1) written notice to the student and his parent/guardian that the student will be required to attend an alternative education program and (2) written notice to the student and his parent/guardian of the right to a hearing before the superintendent or designee regarding the placement. The decision of the superintendent or his designee will be final.

Whenever a court orders any pupil into an alternative education program, including a program of general educational development, offered in the public schools, the School Board shall determine the appropriate alternative education placement of the pupil regardless of whether the pupil attends the public schools it supervises or resides within its school division.

****Whenever a student is recommended for alternative education placement, a committee will review the recommendation of the building administrator. The committee, which will serve as the Superintendent's designee, will consist of the following: Supervisor of Discipline, Supervisor of Personnel, Supervisor of Special Education, and the Alternative Education building administrator.**

DRIVER EDUCATION

A program of driver education in the safe operation of motor vehicles and knowledge of rules, regulations and laws shall be offered in the high schools. The program shall consist of classroom training and "behind the wheel training." The School Board shall establish fees that do not exceed the limit established by the State Department of Education, for the "behind the wheel" portion of the program. The School Board may also request approval from the Board of Education to assess a surcharge to recover program costs that exceed state funding. The School Board may waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge. The program shall include instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving and organ and tissue donor awareness, and fuel-efficient driving practices. No student shall be permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws shall be provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law. At the beginning of each school year and thereafter as necessary, the Superintendent shall report to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school division. Students may not take in-class or out-door driving through Scott County Schools prior to entering the 10th grade.

DROPPING/ADDING CLASSES

Students will have five (5) days to drop any scheduled class(s) if another class is available. Any extenuating circumstances beyond five (5) days may be reviewed by a committee consisting of the principal, the teacher whose class is being dropped, and the teacher whose class is being added.

DUAL ENROLLMENT, ADVANCED PLACEMENT CLASSES, AND SPECIAL PROGRAMS

Scott County Schools offers dual enrollment, advanced placement classes, and Academic Year Governor's School Programs to our students. Contact the Guidance Office at the school for the qualifications for enrolling in such classes and programs and the availability of financial assistance to low-income and needy students. In regard to dual enrollment courses, it is very important to keep in mind that schools within colleges and universities set their own course transfer standards and these standards are constantly changing. Your selected major will often determine whether courses will transfer for elective or degree credit. Always work closely with your guidance counselor.

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents. Each high school will inform parents and students of such classes/programs and the application process including financial assistance.

EIGHTH GRADE COURSE OF STUDY

REQUIRED:

2-Math courses (Unless exempted from one by the Principal)
(Pre-Algebra Part 1, Pre-Algebra Part 2, Algebra 1-Part 1, Algebra 1-Part 2)
English (8)
Science (Physical Science)
Physical Education
20th Century History/Modern & Contemporary
Career Investigations (coding & keyboarding)

ELECTIVES:

Creative Writing
Developmental Art
Developmental Music/Band
Advanced Physical Education
Middle School Exploratory Dramatics I

PROMOTION:

A student must accumulate a total of five (5) credits.

EIGHTH GRADE HOLD BACKS

A student who elects to repeat the 8th grade, after successfully passing the coursework required, may do so with the written consent of both parents. Students may not take in-class or out-door driving through Scott County Schools prior to entering the 10th grade. No credit courses will be offered in the 8th grade.

***Please refer to the current 8th grade course of study to guide you in terms of which courses are required and which electives are available to 8th grade students.**

EVALUATION AND PROMOTION

The evaluation of an instructional program is essential in determining which practices are best to facilitate learning.

Evaluation of student progress shall be the prerogative of each teacher. All tests, including nine-weeks tests will count as 10% of a student's grade unless students participate in dual-enrollment courses. Teachers of dual enrollment courses or Advanced Placement courses will follow the grading guidelines set forth the by the college.

A student in Grades 1-3 will be promoted if they pass Mathematics, Reading, and English.

Schools shall use the Virginia Assessment program test results in Kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. This assessment in grades K-2nd is the PALS. The School-Based Team, including the parent, shall meet on each individual student who is in danger of failing. All test assessments are to be reviewed with the parent in determining whether a child passes or fails.

In Grades 4th and 5th, a student will be promoted if they pass four or more of the core subjects (Reading, English, Math, Science, or Social Studies).

In Grades 6th and 7th, a student will be promoted if they pass three or more of the core subjects (English, Math, Science, or Social Studies).

ELEMENTARY GRADING SYSTEM & ENGLISH COMPOSITE**1st and 2nd Grades**

Reading	A-F*	*20% of reading weight must be from independent reading assessments
English (Grammar, Composition, & Spelling)	A-F	
Math	A-F	
Science	S or U	
History	S or U	

3rd Grade

Reading	A-F	
English: Writing (Handwriting & Composition), Grammar, and Spelling	A-F*	*Each English component is weighted 33.3% each
Math	A-F	
Science	S or U	
History	S or U	

4th and 5th Grades

Reading	A-F	
English: Writing (Handwriting & Composition), Grammar, and Spelling	A-F*	*Each English component is weighted 33.3% each
Math	A-F	
Science	A-F	
History	A-F	

6th and 7th Grades

English	A-F*	*English component is weighted as listed
Reading	50%	
Writing Composition	25%	
Grammar	25%	
Math	A-F	
Science	A-F	
History	A-F	

In Grade 8, a student must accumulate a total of five credits to be promoted.

Student evaluation in Grades 9 to 12 shall be on a subject basis. Students must have six (6) credits to be promoted to 10th grade. Students must have twelve (12) credits to be promoted to 11th grade. Students must have eighteen (18) credits or be able to graduate to be promoted to 12th grade. Results of the SOL testing program will be taken into consideration with respect to promotion/retention.

GRADING SYSTEM

The formal grading system for Scott County is as follows:

105	A+	95	A	85	B	75	C	65	D
104	A+	94	A	84	B	74	C	64	D
103	A+	93	A	83	B	73	C	63	D
102	A+	92	A-	82	B-	72	C-	62	D-
101	A+	91	A-	81	B-	71	C-	61	D-
100	A+	90	A-	80	B-	70	C-	60	D-
99	A+	89	B+	79	C+	69	D+	<60	F
98	A+	88	B+	78	C+	68	D+		
97	A	87	B+	77	C+	67	D+		
96	A	86	B	76	C	66	D		

All high school permanent records and report cards shall be recorded in numerical figures. No averages of over 100 will be given for non-weighted courses. The semester grade will be a combined average of the nine-weeks grades.

Scott County Public Schools will publish a high school Grade Point Average (GPA) based on a 5.0 scale on the final high school transcript for colleges and universities. The GPA 5.0 scale will include all high school credit classes including Advanced classes with weighted grades. Independent Study classes will be counted for a high school credit but will not be calculated in a student's GPA.

The 5.0 scale for Scott County Public Schools is as follows:

105	5.000	95	3.9075	85	2.909	75	2.000	65	0.5
104	4.800	94	3.889	84	2.818	74	1.800	64	0.4
103	4.600	93	3.778	83	2.727	73	1.600	63	0.3
102	4.400	92	3.667	82	2.636	72	1.400	62	0.2
101	4.200	91	3.556	81	2.545	71	1.200	61	0.1
100	4.000	90	3.444	80	2.455	70	1.000	60	0.09
99	3.9815	89	3.333	79	2.364	69	0.9	<60	0
98	3.9630	88	3.222	78	2.273	68	0.8		
97	3.9445	87	3.111	77	2.182	67	0.7		
96	3.9260	86	3.000	76	2.091	66	0.6		

Classes Failed:

- If taken over – the student receives the higher of the two grades earned.
- If not taken over – the failing grade is calculated into the G.P.A.

Grading or evaluation of a student is used to indicate achievement and should not be used as a disciplinary measure. No points may be subtracted from a student's recorded grade for any reason, unless an error has been made in arriving at this grade.

Elementary permanent records shall be marked with letters; and the report card shall be marked with letters, also, with the exception of the exam column where a figure shall be used.

A grade, once recorded on permanent records, cannot be changed except in case of an error; then the change must be approved by the teacher or principal.

"Accelerated course" means a course that can be completed in less than the normal amount of time; the process of progressing through the school grades at a rate faster than that of the average student, either by skipping grades or by rapidly mastering the work of one course and moving on to the next higher course.

"Advanced course" means a course that presents material and concepts beyond the introductory or the elementary; a course that carries on from an introductory or elementary course given in the same school.

"Advanced Placement (AP) course" means a course with a syllabus equivalent to the relevant Advanced Placement syllabus disseminated by the Educational Testing Services.

"Assessment component" means any of the means by which one obtains information on the progress of the learner and the effectiveness of instruction; quantitative data, objective measures, subjective impressions, tests, and observations may all serve as instruments for deciding whether instructional objectives have been attained.

"Credit" means official certification of the completion of a course of study; a unit of expressing quantitatively the amount of content of a course of instruction, especially with reference to the value of the course in relation to the total requirements for a degree or certificate.

"Curriculum" means an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for a given grade; includes the goals and objectives of the course, the expected outcomes, assessment component, and the scope and nature of the materials to be studied.

"Grade point average" means a measure of average scholastic success in all school subjects taken by a student during a certain term or semester, or accumulated for several terms or semesters; obtained by dividing grade points by hours or course work taken.

"Secondary school profile data" means information given in a summative format of a particular secondary school, such as location, description, achievement data, definition of curriculum, grading scale, grade distribution, weighted grades, rank in class, graduation requirements, and explanation of advanced, accelerated, or Advanced Placement.

"Secondary course" means a course of study planned especially for people of ages approximately 12 to 17, in which the emphasis tends to shift from mastery of basic tools of learning, expression, and understanding to the use and extension of the tools in exploring areas of thought and living, and in exploring and acquiring information, concepts, intellectual skills, attitudes, social, physical, and intellectual ideas, and habits, understanding, and appreciation.

"Secondary school transcript" means an official list of all secondary courses taken by a student, showing the final grade received for each course, with definitions of the various grades given.

"Weighted course" means Advanced level courses in which credit is increased usually by reason of quality of work accomplished.

Advanced courses shall consist of: (Adjusted by 5 points)

- | | |
|-----------------------------------|----------------------|
| -Approved Dual Enrollment Courses | -Approved AP Courses |
| -Biology Honors | -Calculus I |
| -Calculus II | -English 9 Honors |
| -English 10 Honors | -English 11 Honors |
| -Governor's School | -Math Analysis |
| -Nursing | -Physics |
| -Trigonometry | |

*In order for a student to receive a weighted grade in either an advanced class, he/she must earn an unweighted average of at least 70.

*Report cards shall reflect actual grades earned for each grading period. Weighted grade points will be added to the final grade.

*The transcript of the student shall reflect the actual average unless it is an Advanced Course. Weighted class averages shall be reflected in the final grade shown on the transcript.

*Grades for dual enrollment classes, in which students receive college credit, will be turned in to the college or university as their actual (non-weighted) average. Dual enrollment grades will be submitted to the college or university using their grading scale.

The weighted scores shall be awarded as follows:

Advanced Courses 5 points to final average

*Other classes may be added to the list of advanced classes as they become available, and as approved by the Superintendent of Schools.

*Weighted credit will not be awarded for courses taken during summer school or for homebound that extends for more than the semester in which the student is presently enrolled.

*Advanced courses for students with disabilities – taken in a regular classroom (mainstreaming and inclusion) will receive advance credit listed. Those taught by the Special Education Teacher will not; as the nature of the course is too significantly altered to be commensurate, unless the teacher is endorsed in the area and all curriculum requirements are met.

GRADING SYSTEM – STUDENTS WITH DISABILITIES

Students with disabilities in mainstream or full-inclusion courses will have grades reported the same as nondisabled students unless their IEP states otherwise. If a student with disabilities participates in a class for socialization skills, their IEP will address goals for socialization and the student will receive “S” for satisfactory or “U” for unsatisfactory participation.

Student with disabilities in life-skills programs 100% of the school day may receive “S” satisfactory, “N” needs improvement, or “U” unsatisfactory and will be stipulated in the students IEP.

The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. Credit accommodations allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.

GRADUATION (DIPLOMA) SEALS OF ACHIEVEMENT

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. Section [8VAC20-131-51](#) of the [Standards of Accreditation](#) establishes the requirements for diploma seals. VDOE provides the following seals to local school divisions.

Governor's Seal

The Governor's Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

Board of Education Seal

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

Career & Technical Education Seal

The Board of Education's Career & Technical Education Seal is awarded to students who:

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- or pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
- or acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. Visit [The Path to Industry Certification](#) for the current approved licenses and examinations.

Science, Technology, Engineering, and Mathematics (STEM) Seal

The STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a “B” average or better in all course work, and

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
- satisfy all requirements for a Career and Technical Education concentration (a concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the [CTE Program Area Guide](#)), and
- pass one of the following:
 - a Board of Education CTE STEM-H credential examination, or
 - an examination approved by the Board that confers a college-level credit in a STEM field.

Seal for Excellence in Civics Education

The Seal for Excellence in Civics Education Seal is awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and meet each of the following criteria:

- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher.
- Have good attendance and no disciplinary infractions as determined by local school board policies.
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or

Model General Assembly; or participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

Seal of Biliteracy

The [Seal of Biliteracy](#) is awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.

Please visit the [Seal of Biliteracy webpage](#) for more information, including the list of assessment options for meeting the foreign language proficiency requirement.

Seal for Excellence in Science and the Environment

(available only to students who entered ninth grade in 2018-2019 or thereafter)

The Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

Other Diploma Seals or Awards

Local school divisions may award other diploma seals or awards for exceptional academic, CTE, citizenship or other exemplary performance in accordance with criteria defined by the local school board. The design, production and use of those seals is the responsibility of the local school boards awarding the seal.

GRADUATION GUIDELINES FOR SPECIAL EDUCATION STUDENTS

Special education students may earn any one of the diplomas/certificates set forth under the [Standards of Learning and Graduation Requirements](#) section in this handbook. The diploma/certificate selected and any accommodations/modifications will be covered in the student's IEP (Individualized Educational Program).

GUIDANCE AND COUNSELING PROGRAM

Each school will provide the following guidance and counseling services to all students:

- academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
- career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
- personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.

No student will be required to participate in any counseling program to which the student's parents object.

The guidance and counseling program will not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

Parents will be notified annually about the counseling programs which are available to their children. The notification will include the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school and information about the procedures by which parents may limit their child's participation in such programs.

Employment Counseling and Placement Services

The School Board provides to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education school and the teaching profession. In providing such services, the School Board consults and cooperates with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations and career schools. If the School Board provides access to one or more of its high schools and contact with such high school's student body or other contact with its high school student during a school or school-division sponsored activity to persons or groups for occupations, professional or education recruitment, it provides equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

Academic and Career Plans

Schools develop a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Plans are developed for students who transfer from other than a Virginia public school into the eighth grade as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year have an Academic and Career Plan developed upon enrollment.

GUIDELINES FOR TEACHING FAMILY LIFE EDUCATION

1. All instructional materials used in FLE must be approved by the Scott County School Board.
2. Instruction shall be organized and maintained under the family life Standards of Learning Objectives (SOL's) developed by the State Department of Education.
3. At the elementary level instruction will be presented by the classroom teacher as part of the health curriculum.
4. Classroom instruction at the middle or high school facilities will be presented by the physical education instructors.
5. In most instances, instruction will be presented to boys and girls in the regular classroom setting. However, those areas classified as sensitive, designated by FLE in the curriculum guide, will be offered in separate classes for boys and girls.

6. Those students in self-contained special education classes shall include family life in the individualized education plan (IEP).
7. Parents have the right to "opt-out" their child or children in all or part of the FLE program.
8. The school will prepare a summary of the family life program upon parent request to assist the parent in understanding the curriculum.
9. The FLE curriculum shall be reviewed annually by the school board. Such review shall allow for community input.

OPT OUT PROCEDURE FOR FAMILY LIFE EDUCATION

The Virginia Board of Education Guidelines for Family Life Education includes the provision of an opt-out procedure to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program. Copies of the family life curriculum are available for public viewing at each school, and parents may opt-out students by placing an "O" in front of the appropriate Standard of Learning Object (SOL) on the individual progress record which may be obtained at the school which the student attends.

HEALTH EDUCATION/PHYSICAL EDUCATION

Students receive health instruction and physical training as prescribed by the Board of Education and approved by the Board of Health.

Such health instruction

- incorporates standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being and human dignity, and
- may include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board of Education and approved by the Board of Health.

The Scott County school division provides a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular athletics, recess or other programs and physical activities. Any physical education class offered to students in grades seven and eight includes at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education.

STUDENT WELLNESS

I. Policy Statement

The Board of Education of the Scott County School District support the health and well-being of the District's students by promoting nutrition and physical activity at all grade levels. In accordance with federal law, it is the policy of the Board to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; provide nutrition education; and require that all meals served by the District meet or exceed the federal nutritional guidelines issued by the U. S. Department of Agriculture.

II. Wellness Policy Leadership

The designated official for oversight of the wellness policy is the School Nutrition Supervisor. The official shall convene the Wellness Committee and lead the review, updating and evaluation of policy. Each school shall designate a site coordinator who shall ensure compliance with the policy.

III. School Wellness Committee

To assist in the creation of a healthy environment, the District shall establish a Wellness Committee that will provide ongoing review and evaluation of the Wellness Policy. The Committee shall meet no less than 3 times during the school year to implement, assess and review, and make recommendations for changes to the Wellness Policy. The Committee shall consist of a diverse group of stakeholders to participate in the development, implementation, periodic review and updating of the Wellness Policy.

IV. Goals

The Board of Education of the Scott County School District has established the following goals to promote student wellness.

A. Nutrition Education

1. Nutrition topics shall be integrated within the comprehensive health education curriculum taught at every grade (k-12)
2. The entire school environment, just the classroom shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical exercise.
3. Nutrition education will incorporate helping children acquire skills for reading food labels and menu planning.
4. Nutrition education curriculum is aligned with state and federal learning objectives and standards.
5. Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
6. Schools link nutrition education activities with the coordinated school health program.
7. Staff who provide health education, culinary arts, and nutrition/wellness classes will have appropriate training and/or licensure.
8. The level of student participation in the school breakfast and school lunch programs is appropriate.
9. Schools are enrolled as Team Nutrition Schools, and they conduct nutrition education activities and promotions that involve parents, students, and the community.
10. Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.

B. Physical Activity

Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.

1. Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, physical activity clubs, and other after school programs.
2. Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
3. Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

C. Other School-based Activities

1. Fresh fruit/vegetable snacks are offered daily, when grants are available, to certain elementary schools that meet the criteria of 75% free & reduced lunches.
2. Grab-N- Go Breakfast is available in all Scott County Schools to ensure every child has an opportunity to eat a nutritious breakfast.
3. An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.
4. All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
5. Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.
6. School staff are encouraged to model healthy eating behaviors.
7. The commonwealth of Virginia mandated screenings for students are performed within the guidelines set up by the Code of Virginia. Appropriate referrals are then completed for hearing, vision, and dental.
8. The Scott County Health Department, in conjunction with Lee County & Wise County Health Departments, provide free dental screenings by a dental hygienist.
9. VA SMILES dental program offers our students dental cleanings, sealants, cavity fillings, extractions, x-rays, and makes referrals for further surgical needs. They see the students twice a year.
10. The Scott County Health Department offers Flu vaccines to all eligible students and staff members in the fall for those that are interested.
11. Scott County Health Department offers upcoming 6th grade students their T-dap boosters, to be given in the school with the assistance of the school health nurse/aide.
12. School Health Services cooperates with the Scott County Health Department in tracking communicable diseases, influenza and influenza like illnesses to monitor the health status of our students.
13. Individual classroom activities are provided by the school nurses to the students for nutrition, health and hygiene as requested by teachers & principals.
14. Blood Borne Pathogens training is given to the staff on a yearly basis. CPR/1st Aide training is offered for those staff who are mandated by the state of Virginia to be certified in order to perform their job duties/skills.

D. Nutrition Guidelines

1. Nutritional standards for the school breakfast and school lunch programs, a la carte items, and after school snacks meet or exceed state and federal standards.
2. All food and beverages sold and served outside the school meal program ("competitive" foods and beverages) shall, at a minimum, meet the standards established in the USDA's Nutrition Standards for all Foods Sold in Schools (Smart Snacks) rule.
3. The nutritional content of foods and beverages donated for class parties or other school events is considered.
4. Marketing: Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.
5. Outreach strategies to encourage families to reinforce and support healthy eating and physical activity are in place.
6. When drinking fountains are not present in the cafeteria, water cups/jugs are available.
7. Menus shall be posted on the district and school websites.
8. The District allows up to 30 exempt fundraisers per school year. All other fundraisers sold during the school day must meet Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

E. Community Engagement

1. The District shall provide information on how the public can participate in the school wellness committee on an annual basis.

F. Monitoring and Evaluation

1. The District wellness policy shall be updated as needed based on evaluation results, District changes, emersion of new health science information/technology, and/or new federal or state guidance are issued.

HOMEBOUND INSTRUCTION

Homebound instruction is one of the Special Education services provided by Scott County to those of our students who are temporarily unable to attend school due to physical illness or emotional disorders.

Homebound instruction is provided in an attempt to help the student maintain some contact with the classes he/she is missing. Elementary student usually receive five (5) hours of instruction per week and secondary between five and ten (5 and 10) hours of instruction; that is, providing they are carrying a normal academic load. If the student participates in the allotted hours of instruction, he/she will be counted present on their teacher's roll. Upon successfully completing homebound assignments and accompanying tests, the student will receive credit for the course on his/her permanent record.

To assist with the management of homebound services, a random audit is periodically done to verify the hours submitted by the homebound teacher.

The basis for medical certification for homebound instruction is that the student meets the requirement for acute and chronic illness or extended absenteeism from school due to extended illness/injury, surgery or complications. Acute/chronic health problems require a physician's signature on the physician's certification of "Acute/Chronic Medical Condition Form". Following is Scott County's definition for acute and chronic illness.

Acute - having a rapid onset, severe symptoms, and a short course (less than six weeks duration), not chronic. Examples: surgery, accidents, chicken pox, measles, etc.

Chronic - an illness which has been or is expected to be a condition which affects the student for an extended period of time and which historically is an illness that is not expected to be resolved through regular medical treatment or the passage of time. Examples: asthma, diabetes, cancer, surgeries, hospitalization or complications

which may interfere with regular school attendance and may be extended beyond six weeks.

Rules for governing homebound instruction are as follows:

1. Classroom teachers shall be responsible for providing daily assignments, tests, and grading when a student is on homebound instruction for less than six weeks.
2. Homebound instructors shall provide daily assignments, tests, and grades for those students who are on extended homebound instruction (more than six weeks).
3. An adult must be in attendance when the homebound instructor is in the home providing services.
4. A treatment plan specifying a course of treatment leading to eventual return to school must be provided by a qualified psychiatrist or clinical psychologist if a student is suffering from an emotional disorder that precludes their school attendance.
5. Weighted credit will not be awarded for courses taken during summer school or for homebound that extends for more than the semester in which the student is presently enrolled.
6. Homebound students are expected to be in attendance at the appointed time. Homebound hours will not be made up, and a zero will be given for that time period. The only exception will be a medically necessary doctor's visit, in which case a note from the doctor will be required for verification and the student will be expected to notify the Homebound Teacher so as to avoid an unnecessary visit.
7. Students receiving homebound instruction may not work or participate in extra-curricular activities, non-academic activities (such as field trips), or community activities unless these activities are specifically outlined in the student's medical plan of care or the Individualized Education Program (IEP), as applicable.
8. The requested homebound services for students receiving special education services shall be subject to review by the student's IEP Team pursuant to the Individuals with Disabilities Act.
9. Parental permission to contact the treating physician or psychologist must be granted in order for the student to be considered for homebound services.
10. All tests must be administered by homebound teachers. Parents are not to assist with test taking for their children. The homebound teacher will pick up the tests from school, be present during administration, only assist the student with test directions, and deliver the tests back to the school upon completion. If the work assigned while on homebound is not completed, the student will receive an incomplete (I) on their report card. Any child receiving an (I) on their report card will not pass to the next grade.
11. Since homebound instruction is not to supplant school services, if it is necessary to extend homebound instruction beyond the initial time frame or longer than nine weeks, a transition plan or new homebound form is required outlining the following:
 - Name of student
 - Justification for the extension of homebound instruction
 - Additional time homebound instruction is anticipated
 - Signature, date office address, and phone number of the physician or psychologist.

NOTE: Those students who are experiencing mental illness requiring homebound must present a treatment plan from a qualified psychiatrist or psychologist.

NOTE: In the event extended medical leave is recommended by the family physician, a second medical opinion from a physician chosen by the Homebound Director, at no cost to the parent/student, may be requested.

Home-based Instruction:

Services that are delivered in the home setting (or other agreed upon setting) in accordance with the student's Individual Education Program, 504 plan, parent request, or school board approval. Home-based instruction is provided to students who are removed from school by the division for discipline, safety concerns, or other. The services are provided consistent with those for homebound students. The primary distinction is that no medical referral is required and no reimbursement is provided for these services. Home-based instruction must be approved by a committee of three that may be comprised of the following: Superintendent or designee, Personnel Director, Supervisor from the Central Office, Principal/Assistant Principal of school, School Psychologist, or School Social Worker. All evidence of need will be reviewed by the committee prior to approval.

HOME INSTRUCTION

The Scott County School Board recognizes that when the requirements of Va. Code § 22.1-254.1 are complied with instruction of children by their parents is an acceptable alternative form of education under the policy of the Commonwealth of Virginia. Any parent of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday may elect to provide home instruction in lieu of school attendance if he/she

- (i) holds a high school diploma; or higher; or
- (ii) is a teacher of qualifications prescribed by the Board of Education; or
- (iii) provides a program of study or curriculum which may be delivered through a correspondence course or distance learning program or in any other manner;
- (iv) or provides evidence that he is able to provide an adequate education for the child.

There is an application packet available at the School Board Office for the convenience of parents.

Definition

For purposes of this policy, "parent" means the biological parent or adoptive parent, guardian or other person having control or charge of a child.

Notification by Parents

Advanced Placement (AP), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and PreACT examinations are available to students receiving home instruction pursuant to Va. Code § 22.1-254.1. The superintendent establishes a schedule identifying the dates by which students receiving home instruction must register to participate in such examinations. The superintendent notifies students receiving home instruction and their parents of the registration deadlines and the availability of financial assistance to low-income and needy students to take such examinations.

Evidence of Progress

A parent who elects to provide home instruction to a child who is over the age of six as of September 30 of the school year shall provide the division superintendent by August 1 following the school year in which the child has received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine any nationally normed standardized achievement test or an equivalent score on the ACT, SAT or PSAT test or (ii) an evaluation or assessment which the division superintendent determines to indicate that the child is achieving an adequate level of educational growth and progress, including but not limited to: (a) an evaluation letter from a person licensed to teach in any state, or a person with a master's degree or higher in an academic discipline, having knowledge of the child's academic progress, stating that the child is achieving an adequate level of educational growth and progress; or (b) a report card or transcript from a community college or college, college distance learning program, or home-education correspondence school.

In the event that evidence of progress as required in this subsection is not provided by the parent, the home instruction program for that child may be placed on probation for one year. Parents shall file with the division superintendent evidence of their ability to provide an adequate education for their child and a remediation plan for the probationary year which indicates their program is designed to address any educational deficiency. Upon acceptance of such evidence and plan by the division superintendent, the home instruction may continue for one probationary year. If the remediation plan and evidence are not accepted or the

required evidence of progress is not provided by August 1 following the probationary year, home instruction shall cease and the parent shall make other arrangements for the education of the child which comply with Va. Code § 22.1-254.

Immunizations

Any parent, guardian or other person having control or charge of a child being home instructed, exempted or excused from school attendance shall comply with the immunization requirements provided in Va. Code § 32.1-46 in the same manner and to the same extent as if the child has been enrolled in and is attending school.

Upon request by the division superintendent, the parent shall submit to such division superintendent documentary proof of immunization in compliance with Va. Code § 32.1-46.

No proof of immunization shall be required of any child upon submission of (i) an affidavit to the division superintendent stating that the administration of immunizing agents conflicts with the parent's or guardian's religious tenets or practices or (ii) a written certification from a licensed physician, physician assistant, nurse practitioner or local health department that one or more of the required immunizations may be detrimental to the child's health, indicating the specific nature of the medical condition or circumstance that contraindicates immunization.

Notification to Parents

Students receiving home instruction and their parents will be notified of the availability of Advanced Placement (AP) and Preliminary Scholastic Aptitude Test (PSAT) examinations and the availability of financial assistance to low-income and needy students to take these examinations from their home schools. Such notice will be given when the parent notifies the division that the student will receive home instruction and the parent requests such information.

Disclosure of Information

Neither the superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of this policy or subdivision B 1 of Va. Code § 22.1-254. Nothing in this policy prohibits the superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

***Contact the School Board Office for an Application Packet.**

HOMELESS CHILDREN AND YOUTH

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

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

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

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

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

Enrollment

The school selected in accordance with this policy immediately enrolls the homeless student, even if the student

- is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency or other documentation; or
- has missed application or enrollment deadlines during any period of homelessness

The enrolling school immediately contacts the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations or other required health records, the enrolling school immediately refers the parent or guardian of the students or, (in the case of unaccompanied youth) the youth, to the division's homeless liaison, who assists in obtaining necessary immunizations or screening, or immunization or other required health records.

If the documentation regarding the comprehensive physical examination required by Policy LHCA Physical Examination of Students cannot be furnished for a homeless child or youth, and the person seeking to enroll the pupil furnishes to the school division an affidavit stating that the documentation cannot be provided because of the homelessness of the child or youth and also indicating that, to the best of his or her knowledge, such pupil is in good health and free from any communicable disease, the school division immediately refer the student to the division's homeless liaison who, as soon as practicable, assists in obtaining the necessary physical examination by the county or city health department or other clinic or physician's office and immediately admits the pupil to school.

The decision regarding placement is made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Enrollment Disputes

If a dispute arises over eligibility, or school selection or enrollment in a school

- The homeless student is immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
- The parent or guardian of the student or (in the case of unaccompanied youth) the youth is provided with a written explanation of any decisions related to the school selection or enrollment made by the school, the school division or the Virginia Department of Education, including the rights of the parent, guardian or student to appeal the decision;
- The student, parent or guardian is referred to the division's homeless liaison who carries out the appeal process as expeditiously as possible after receiving notice of the dispute; and

- In the case of an unaccompanied youth, the homeless liaison ensures that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of the dispute.

Appeal Process

Oral Complaint-In the event that an unaccompanied student or the parent or guardian of a student (hereinafter referred to as the Complainant) disagrees with a school's decision regarding the student's eligibility to attend the school, the Complainant shall orally present his position to the division's homeless liaison.

Written Complaint-If the disagreement is not resolved within five (5) school days, the Complainant may present a written complaint to the homeless liaison. The written complaint must include the following information: the date the complaint is given to the homeless liaison; a summary of the events surrounding the dispute; the name(s) of the school division personnel involved in the enrollment decision; and the result of the presentation of the oral complaint to the homeless liaison.

Within five (5) days after receiving the written complaint, the homeless liaison will reach a decision regarding the contested enrollment and shall provide a written statement of that decision, including the reasons therefore, to the Complainant. The liaison will inform the Superintendent of the formal complaint and its resolution.

Appeal to Superintendent

If the Complainant is not satisfied with the written decision of the homeless liaison, the Complainant may appeal that decision to the Superintendent by filing a written appeal. The homeless liaison shall ensure that the Superintendent receives copies of the written complaint and the response thereto. The Superintendent or designee shall schedule a conference with the Complainant to discuss the complaint. Within five (5) school days of receiving the written appeal, the Superintendent, or designee, shall provide a written decision to the Complainant including a statement of the reasons therefore.

Comparable Services

Each homeless student is provided services comparable to services offered to other students in the school attended by the homeless student including the following:

- Transportation services;
- Educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities and educational programs for English learners;
- Programs in career and technical education;
- Programs for gifted and talented students; and 'school nutrition programs.

Transportation

At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation is provided for a homeless student to and from the school of origin as follows:

- If the homeless child or youth continues to live in an area served by the division in which the school of origin is located, the child's or youth's transportation to and from the school of origin is provided or arranged by the division in which the school of origin is located.
- If the homeless child's or youth's living arrangements in the area served by the division in which the school of origin begins living in an area served by another division, the division of origin and the division in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the division are unable to agree upon such method, the responsibility and costs for transportation are shared equally.

Definitions

The term "homeless student" means an individual who lacks a fixed, regular and adequate nighttime residence and includes:

1. Children and youths, including unaccompanied youths who are not in physical custody of their parents, who
 - a. Are sharing the housing of other persons due to loss of housing, economic hardship or other causes, are living in motels, hotel, trailer parks or camping grounds due to lack of alternative adequate accommodations or in an emergency, congregate, temporary or transitional shelter; are abandoned in hospitals; or are awaiting foster care placement;
 - b. Are living in an institution that provides a temporary residence for individuals with mental illness or individuals intended to be institutionalized;
 - c. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
 - d. Are living in parked cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
2. Migratory children who qualify as homeless for the purposes of this policy because the children are living in circumstances described above.

The term "migratory child" means a child moved from one residence to another and from one school division to another in the preceding 36 months as a migratory agricultural worker or a migratory fisher.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

LOCAL AREA CONTACTS:

BRENDA ROBINETTE, HOMELESS SUPERVISOR, 276-386-6118

ANGIE VERMILLION, SCHOOL SOCIAL WORKER 276-386-6118

OR

GUIDANCE COUNSELOR AT EACH SCHOOL

If you need further assistance, call the National Center for Homeless Education at the toll-free Helpline number: 1-800-308-2145. Cualquier persona que necesita la información educacional debe llamar este número, 276-386-6118.

***See attachment for reporting homeless children.**

HOMEWORK

Homework can provide an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and his/her family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It can assist the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

1. Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
2. Homework should be assigned in such a manner that it will be clearly understood by all students.
3. Homework should serve a valid purpose and be closely related to classroom activities.
4. A student's access to resource materials should be considered when making assignments.
6. Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete

assigned work. Effort and competency should be recognized and rewarded.

7. Teachers should seek to determine the causes if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
7. Excessive homework, like the absence of homework, should be avoided.
8. Homework should not be used for disciplinary purposes.
9. Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

Procedures for Implementation:

1. Each School shall develop and adhere to procedures for homework consistent with School Board Policy.
2. Principals will make provision for the periodic monitoring of the use of homework by each of their Teachers.
3. Students work at different rates and may require more or less time to complete their homework than their classmates.
4. Communication between the Teachers in departmental situations is very important to insure that assignments are consistent and collectively reasonable.
5. Teachers shall be considerate of the amount of homework assigned over weekends, and during special occasions (such as countywide events and special school activities).
6. Homework shall not be assigned over holidays.
7. All homework shall be checked and feedback given to the student.
8. Communication concerning homework between the Teacher and the student shall include adequate instructions as to the assignment, how it will be evaluated, and the use of the resulting grade.
9. Homework shall not be used as a punishment device.

The Role of the Principal:

1. To establish homework procedures, and practices in his or her school, that are consistent with Board Policy.
2. To periodically monitor each Teacher's observance of the procedures.
3. To evaluate and render a decision regarding instances of disagreement over the amount, nature, or use of homework.
4. To designate special periods of time when Teachers will modify their normal homework practices because of special school or county events.
5. To recommend changes in Board Policy regarding homework as they see problems arising.

The Role of the Teacher:

1. To assign meaningful homework in accordance with the student's educational needs and ability.
2. To communicate clearly to the student what the assignment is, how it will be evaluated, and how the resulting grade will be used.
3. To consider all factors and insure that homework is not unreasonable in terms of its complexity or amount.
4. To communicate with the student and his or parent should problems arise relative to homework.

The Role of the Student:

1. To exercise responsibility in terms of getting his or her assignment and completing it as instructed.
2. To be in attendance at the scheduled time and prepared to work.

The Role of the Parent:

1. To provide students with a quiet, comfortable place at home to do their assignments.
2. To monitor their child's completion of their homework and insist upon them spending adequate time on it.
3. To provide explanation to their child concerning the instructions should this be necessary.
4. To maintain close communication with their child's Teachers regarding the completion of homework and schoolwork in general.
5. To support the Teacher's efforts to provide a quality education and to generally encourage their child to achieve up to their potential.

HONORS, AWARDS AND CLASS RANK

Awards that reward excellence in scholarship in each area of the curriculum and as a whole should be given on the high school level. Honor rolls for elementary school are to be established for each grading period, high school honor roll will be established each semester and posted at school and published whenever possible, as follows:

All A's at each 9-weeks grading period, 1st semester, 2nd semester, or yearly average constitutes 1st Honor Roll for those time periods.

All A's & B's at each 9-weeks grading period, 1st semester, 2nd semester, or yearly average constitutes 2nd Honor Roll for those time periods.

Students with disabilities achieving below grade level and not exposed to the same curriculum as their peers are not eligible for 1st or 2nd honor roll.

The National Honor Society only recognizes middle school and high school students as National Honor Society members. A 90 average is required.

Elementary schools may join the National Elementary Honor Society. Membership to this organization is strictly optional.

Awards and honors in extracurricular activities, such as; dramatics, forensics, athletics are approved; and these awards and honors are to follow rules and regulations of the Virginia High School League.

Any new rewards or honors being bestowed by an organization or persons must be approved by the principal before being bestowed.

Class rank will be established after the end of the first semester grading period of the year in which a student is scheduled to graduate. This will be done by averaging all courses taken by the student during his or her 9th – 12th grade years (and those required for graduation but taken during the 8th grade year). In order to receive class rank, the student must attend a Scott County High School three (3) semesters prior to graduation. During this time, homebound instruction does not count toward valedictorian or salutatorian ranking when students on homebound receive modified instruction and/or instructional time. Any student who is pursuing an IEP or Modified Standard Diploma will not be ranked. Students averaging 90 or above in the aforementioned will be designated as honor students at graduating exercises.

In order for a transfer student to receive a weighted grade (toward class ranking), the course must be recognized by Scott County Schools and listed in the Administrative Regulations Manual as a course deserving of advanced or honors weight.

Any college class taken outside of SCPS - summer classes and Saturday classes – will not be recorded on the high school transcript and not be used in GPA/rank calculations.

High school credit will not be given for 8-week college courses and/or college courses less than 3 college credit hours.

If a student takes two-eight-week college courses (3 college credits each) in the same block, the student will earn a half credit for each class which would give them one high school credit for that block.

One day courses or college courses less than 3 college credit hours will be excluded from GPA/rank calculations.

ENGLISH LEARNERS

The Scott County School Board provides programs to improve the education of English learners by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards.

Assessments

The School Board will annually assess the English proficiency of all English learners.

Notification

The School Board will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for English learners of:

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction education program;
- the child's level of English proficiency, how that level was assessed, and the status of the child's academic and vocational achievement;
- the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
- how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- how such program will specifically help their child learn English, and meet age appropriate academic and vocational achievement standards for grade promotion and graduation;
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
- assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

For a child who has not been identified as an English learner prior to the beginning of the school year but is identified as an English learner during the school year, the School Board shall provide the notice detailed above within 2 weeks of the child being placed in the program.

The information described above will be provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

The School Board accepts and provides programs for students for whom English is a second language who entered school in Virginia for the first time after their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition is charged such students, if state funding is provided for such programs.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

One minute of silence is observed in each classroom in the division every day.

During such period of silence, the teacher responsible for each classroom takes care that all pupils remain seated and silent and make no distracting display so that each pupil may, in the exercise of individual choice, meditate, pray, or engage in any other silent activity which does not interfere with, distract, or impede other pupils in the like exercise of individual choice.

The Pledge of Allegiance, as established in 4 U.S.C. § 4, is recited daily in each classroom of the Scott County Public School division.

During the recitation of the Pledge, students stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

No student is compelled to recite the Pledge if the student or the student's parent or legal guardian objects on religious, philosophical, or other grounds to the student's participating in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the Pledge and shall make no display that disrupts or distracts those who are reciting the Pledge.

Appropriate accommodations are made for students who are unable to comply with the procedures described herein due to disability.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRAMS (NAEP)

Parents of children selected to participate in any NAEP assessment must be informed before the administration of any assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.

Parents and members of the public must have access to all assessment data, questions, and complete and current assessment instruments of any NAEP assessment except personally identifiable information and questions that may be reused in the future. School divisions must make reasonable efforts to inform parents and the public about the right of access to assessment data. If access is requested in writing, it must be provided within 45 days of the request and be made available in a secure setting that is convenient to both parties.

NINE-WEEKS EXAM POLICY

Scott County Public School policy dictates that all students in grades 9-12, where credit is given for graduation requirements, will be given an appropriate and comprehensive exam at the end of each nine weeks. The examination will count as 10% of the student's 9 weeks average.

NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

1. At the The learning objectives developed in accordance with the Standards of Accreditation to be achieved at their child's grade level, or, in high school, a copy of the syllabus for each of their child's courses;
2. A copy of the Standards of Learning (SOL) applicable to the child's grade or course requirements and the approximate date and potential impact of the child's SOL testing;
3. An annual notice to students in all grade levels of all requirements for Standard, Advanced Studies, and Modified Standard Diplomas; and
4. The board's policies on promotion, retention, and remediation. The Superintendent certifies to the Department of Education that the notice required by this policy has been given.

II. Notice of Credits Needed for Graduation and of the Right to a Free Public Education

III. The school board will notify the parent of rising eleventh and twelfth grade students of

- (i) the requirements for graduation pursuant to the Standards of Accreditation and
- (ii) the requirements that have yet to be completed by the individual student.

IV. The school board will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

The school board will notify the parent of students who fail to graduate or who fail to achieve graduation requirements as provided in the Standards of Accreditation and who have not reached 20 years of age on or before August 1st of the school year of the right to a free public education. If the student who does not graduate or complete such requirements is a student for whom English is a second language, the school board notifies the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

Parents of children selected to participate in any NAEP assessment must be informed before the administration of any assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.

Parents and members of the public must have access to all assessment data, questions, and complete and current assessment instruments of any NAEP assessment except personally identifiable information and questions that may be reused in the future. School divisions must make reasonable efforts to inform parents and the public about the right of access to assessment data. If access is requested in writing, it must be provided within 45 days of the request and be made available in a secure setting that is convenient to both parties.

PROTECTION OF PUPIL RIGHTS

The Protection of Pupil Rights Amendment (PPRA), 20 USC §1232h, requires Scott County Public Schools to notify you and obtain consent to allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

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

This requirement also applies to the collection or use of student information for marketing purposes ("marketing surveys") and certain exams and screenings. Scott County Public Schools notifies parents that they will release the names, addresses, and telephone numbers of secondary students to all military recruiters or institutions of higher education that request them unless the parents specifically request that this information not be released.

Cualquier persona que necesita la información educacional debe llamar este número, 276-386-6118.

REMEDIAL INSTRUCTION PROGRAM

Literacy and Standard of Learning Assessment Tests

Scott County Public Schools implements programs of prevention, intervention or remediation for students who are educationally at risk, including those who fail to achieve a passing score on any Standard of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. The superintendent shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the superintendent to be appropriate to the academic needs of the student.

Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the Superintendent or designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

Targeted mathematics remediation and intervention are provided to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

The School Board shall annually evaluate and modify, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their

remediation goals and consideration of the pass rate on the Standards of Learning assessments.

Summer School

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate. Summer school instruction at any level which is provided as part of a state-funded remedial program is designed to improve specific identified student deficiencies.

Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the Superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable effort to seek the student's attendance, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, have failed and the superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the remediation program.

SALES

Any sales conducted by the school will be for the purpose of funding and operating school programs and activities. All sales activities must have the approval of the principal.

SCHOOL DAY FOR STUDENTS

The school will not be responsible or liable for the general health and welfare of students who arrive at school before adequate supervision is present. Supervision shall be provided from the time the first bus arrives in the morning until the time that the last bus departs in the afternoon. The standard school day for students in grades 1 through 12 averages at least 6 hours excluding breaks for meals.

Early dismissals must be approved by the superintendent.

SCHOOL FUNCTIONS

Students are held responsible for their conduct in attendance at any function. Remember, your behavior is a reflection on your school, and the same rules that apply during the regular school day are applicable for all school functions.

SCHOOL GROUNDS

All students must remain within the designated area and no one will be permitted to leave the school premises without first getting permission from the principal's office.

SCHOOL TRIPS (Educational Leave for Students)

In planning field trips, teachers should focus on keeping the trip as an educational experience and extension of the classroom instructional program. Teachers should be mindful that field trips cause disruptions to the student's other classes and ensure that time lost from other classes do not become excessive.

All special education students are eligible for the same field trips as those in the general student population. Accommodations for special education and/or physically disabled students must be arranged before any request will be approved. If a student is to be excluded from a field trip for disciplinary reasons, it will be with the principal's recommendation and central office approval. Disciplinary measures on a field trip are the same for students as during the regular school day. Provisions must be made for students choosing not to participate in a field trip that will ensure their educational activities continue on a normal basis.

Only designated chaperones are allowed to ride a bus, other parents/relatives must provide their own transportation and any related expenses (not to be included with any student discounts such as group tickets and room reservations).

Chaperones other than those employed by the school system must submit to a criminal background check at their expense. This provision is for the protection and safety of all children. Students must be properly supervised at all times, including free time. Lodging must include one (1) chaperone per six (6) students per room.

The faculty sponsor shall submit a written request to the principal and superintendent, or designee, for their approval before soliciting student and parental support or conducting any fund-raising for the trip. Before submitting any request, the faculty sponsor shall confer with the building principal to discuss the appropriate means of raising the necessary monies to cover the expenses of the trip. Financial burdens will not be placed upon the student(s) or school. Proper consideration must be given when determining such factors.

Chartered buses may be hired when school-owned buses are not available or it is deemed to be in the best interest of the students. The use of chartered buses greatly increases the cost and could possibly be the cause of some children being financially unable to go.

No student shall be denied the privilege of going on a school-sponsored field trip because of insufficient funds. Each school PTO or community civic group should be contacted regarding financial assistance for indigent students. Any assistance would help defray the cost such as travel, food, and lodging.

Private cars may be used to transport students on field trips only with prior approval of the superintendent, or designee, with the assurance that insurance requirements have been met.

Request for overnight field trips must be submitted to the superintendent or his designee, three (3) months prior to planned trip. The superintendent, or designee, presents the request to the School Board for final approval/disapproval. The school system's insurance will not cover any trip without proper documentation and approval from the School Board.

Class field trips must not exceed three (3) school days. If additional days are needed, plans should include Saturday and Sunday. Overnight field trips by clubs and/or civic groups must be taken outside the regular school schedule from Friday through Sunday. All overnight field trips are to be scheduled after the Standards of Learning Test have been administered.

The Scott County School Board recognizes the importance of educational field trips in the instructional program, however we want to ensure the safety of all involved.

EMERGENCY CLOSINGS

In the event that an emergency arises making it impossible to open school, announcements will be made through the mass media as soon as possible.

Should hazardous weather or conditions within a school building develop during the day, which would require closing school before the regular dismissal time, it is essential that each pupil know what he/she is to do and where he/she is to go.

It will be impossible to contact all parents before releasing the children on such emergency occasions. To prevent confusion, parents are urged to make necessary arrangements for their children. The parents will fill out a form, prepared by the principal, and returned to the students' teacher noting arrangements that have been made.

The Superintendent or Superintendent's designee may order the closing, the delay in opening or the early dismissal of any or all schools in order to protect the safety and welfare of students and staff. Unless employees are notified that their work schedule is changed because of adverse weather or emergency conditions, it is expected that all employees will work according to the terms of their contract.

During adverse weather or emergency conditions, however, employees will follow guidelines related to work schedules. The guidelines may be reviewed by the School Board.

SNOW DAYS

When snow or weather conditions make it hazardous to transport students, schools will be closed. On other days, students may go on a snow schedule, which is 120 minutes later than the regular schedule. In either case, this decision will be made by the superintendent of schools, and will be announced over local radio and television stations. ***Please do not call school officials unless it is to report a hazardous condition.***

SOCIAL PROMOTION

The following guidelines will be followed when considering social promotion or placement in another grade or school from one school year to the next.

- A. If a child is being considered for placement in another grade within the same school, the School-Based Team or Child Study Committee, if in Special Education, should meet and make a recommendation to the building principal and the homeroom/grade level teacher. These considerations should take place in the spring of each school year. Placement is the responsibility of the building principal/grade level teacher.
- B. If a child is being considered for placement in another grade in another school, the School-Based Team or Child Study Committee, if in Special Education, will meet and make a recommendation to the building principal. The principal will approve/deny this request. If approved by the principal, it must be sent to the central office for approval by the appropriate committee. All requests for placement from one school to another must take place in the spring. The only exception to this rule would be in the case of a transfer student. Placement of the student is the responsibility of the central office committee.

NOTE: The School-Based Team consists of professionals (teachers, administrators, specialists, a parent, and student as appropriate) to meet and discuss any aspect of the child's education (academic, behavior, discipline, social, etc.). The Child Study Team's composition consists of the same members identified above including at least one special education teacher. Members may serve on both teams.

K-7 ACADEMIC ADMINISTRATIVE PLACEMENT

Academic Administrative Placement is the transfer of a K – 7 student to a previous or next grade level because of extenuating circumstances, including but not limited to instructional, social, emotional, age-related, or other pertinent factors. This placement may only be requested during the first 30 instructional days of the child's enrollment in the current academic year.

In the event a principal wishes to make a K-7 academic administrative placement, he or she must present the request and supporting documentation before the Academic Placement Team. This team will be comprised of the Elementary Supervisor, Special Education Director, and additional Central Office Administrator. The Team will have 10 instructional days to meet, review data, and approve/deny such request.

STANDARDS OF LEARNING AND GRADUATION REQUIREMENTS

Standards of Learning (SOL) Tests and Verified Units of Credit

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

The Scott County School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education.

In kindergarten through eighth grade, where Standards of Learning (SOL) tests are required by the Board of Education, each student is expected to take the SOL tests. Students who are accelerated take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction. No student takes more than one test in any content area in each year. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school will take all applicable end-of-course SOL tests following course instruction. Students who enroll in high school as freshmen before July 1, 2016, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education and as described below. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

The standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. A standard unit of credit may also be awarded based on a waiver of the 140 clock hour requirement as provided in Policy IKFD Alternative Paths to Attaining Standard Units of Credit.

A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described below.

A student may also earn a verified unit of credit by the following methods:

In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the relevant end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.

Upon waiver of the 140 Clock hour requirement according to the Board of Education's Guidelines for Graduation Requirements; Local Alternative Paths to Standard

Units of Credit and Policy IKFD Alternative Paths to Attaining Standard Units of Credit qualified students who have received a standard unit of credit will be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140 clock hour requirement.

Upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The superintendent by regulation will determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

Graduation Requirements

A. Generally

In order to graduate from Scott County Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation and the Standards of Quality.

The school board will award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as are prescribed by the school board and approved by the Board of Education.

B. Types of Diplomas and Certificates

The Scott County School Board will award diplomas and certificates in accordance with state laws and regulations, including a Standard Diploma, an Advanced Studies Diploma, a Modified Standard Diploma, Applied Studies Diploma, a Special Diploma, Certificates of Program Completion, General Achievement Diploma, and General Educational Development (GED) Certificates.

The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

1. Standard Diploma

For students entering the ninth grade in 2018-2019 and beyond

The graduation requirements for students who entered the ninth grade for the first time in 2018-2019 and beyond are prescribed by the Board of Education in section [8VAC20-131-51](#) of the [Standards of Accreditation \(SOA\)](#). Additional clarification on certain provisions of the Standards of Accreditation, including graduation requirements, is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#) (Word).

To graduate with a Standard Diploma, a student must earn at least 25 standard credits and 5 verified credits. Standard credits are earned by successfully completing required and elective courses; verified credits are earned by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. More information on standard credits, verified credits, and locally awarded verified credits can be found on the [Credits for Graduation webpage](#).

- [Approved Courses List](#) (Word)
- [Substitute Tests for Earning Verified Credits](#) (PDF)

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond			
Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate SOL content from multiple academic areas. The board shall approve courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit. A laboratory science verified credit may be awarded to students who complete a career and technical

			education (CTE) program sequence and (i) pass two examinations or occupational competency assessments in a CTE field that confers certification or an occupational competency credential from a recognized industry, trade, or professional association; (ii) acquire two professional licenses in a CTE field from the Commonwealth of Virginia; or (iii) pass one examination or competency assessment from clause (i) and acquire one license from clause (ii). The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
History and Social Sciences	3	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.
Health and Physical Education	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved computer science course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	N/A
Electives	7	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131) (Word) and Superintendent's Memo #067-21 .
Total	25	5	N/A

Additional Requirements for Graduation

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#) (Word).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420\(B\)](#).
- **Demonstration of the 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in Virginia's 5 C's: critical thinking, creative thinking, collaboration, communication, and citizenship.

For students who entered the ninth grade in 2011-2012 through 2017-2018

The graduation requirements for students who entered the ninth grade for the first time in 2011-2012 through 2017-2018 can be found in section [8VAC20-131-50](#) of the SOA. To graduate with a Standard Diploma for students who entered the ninth grade for the first time in 2011-2012 through 2017-2018, a student must earn at least 25 standard units of credit and six verified units of credit.

2. Advanced Studies Diploma

For students entering the ninth grade in 2018-2019 and beyond

The graduation requirements for students who entered the ninth grade for the first time in 2018-2019 and beyond are prescribed by the Board of Education in section [8VAC20-131-51](#) of the [Standards of Accreditation \(SOA\)](#). Additional clarification on some provisions of the Standards of Accreditation, including graduation requirements, is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#) (Word).

To graduate with an Advanced Studies Diploma, a student must earn at least 27 standard credits and 5 verified credits. Standard credits are earned by successfully completing required and elective courses; verified credits are earned by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. More information on standard credits, verified credits, and locally awarded verified credits can be found on the [Credits for Graduation webpage](#).

- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2010-2011 and Beyond](#) (Word)

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-51) for Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages. A student who is pursuing an advanced diploma and whose IEP specifies a credit accommodation for world language may substitute two standard units of credit in computer science for two standard units of credit in a world language.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Ed	1	0	An approved computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131) (Word) and Superintendent's Memo #067-21 .
Total Credits	27	5	N/A

Additional Requirements for Graduation

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#) (Word).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420\(B\)](#).
- **Demonstration of the 5 C's** – In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in Virginia's 5 C's: critical thinking, creative thinking, collaboration, communication, and citizenship.

For students who entered the ninth grade in 2011-2012 through 2017-2018

The graduation requirements for students who entered the ninth grade for the first time in 2011-2012 through 2017-2018 can be found in section [8VAC20-131-50](#) of the SOA. To graduate with an Advanced Studies Diploma for students who entered the ninth grade for the first time in 2011-2012 through 2017-2018, a student must earn at least 26 standard units of credit and at least 9 verified units of credit.

- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2010-2011 and Beyond](#) (Word)

3. **Modified Standard Diploma**

The Modified Standard Diploma is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the program are determined by the student's IEP team and the student, when appropriate. Decisions of eligibility and participation may be made at any point after the student's eighth grade year. Written consent from parent/guardian must be obtained for a student to choose this diploma program.

NOTE: The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. [Credit accommodations](#) allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.

The student must:

- be allowed to pursue a Standard or Advanced Studies Diploma at any time throughout his or her high school career;
- not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma; and
- pass literacy and numeracy competency assessments as prescribed by the Board:
 - For students who entered the ninth grade prior to 2000-01, the literacy and numeracy competency assessments were the reading and mathematics subtests of the LPT.
 - For students who entered the ninth grade in 2000-01 and beyond, the literacy and numeracy competency assessments are the eighth-grade English Reading test and the eighth-grade Mathematics SOL test (Board action – November 30, 2000).
 - The Board also approved four additional substitute assessments to satisfy the literacy and numeracy requirements for students pursuing a Modified Standard Diploma.
 - [Substitute Numeracy and Literacy Tests for the Modified Standard Diploma](#) Superintendent's Memo – Informational #53, March 5, 2004
 - [Cut Scores for Substitute Tests for the Modified Standard Diploma](#)-Superintendent's Memo – Informational #103, May 21, 2004

Approved Courses:

- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2010-2011 and Beyond](#) (PDF)
- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2003-2004 through 2009-2010](#) (PDF)

NOTE: The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time after 2012-2013. Beginning with students entering ninth grade for the first time in 2013-2014, credit accommodations will be provided to allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma. Guidelines for credit accommodations will be issued by the Board of Education.

Modified Standard Diploma Course Requirements (8 VAC 20-131-50.D)	
Discipline Area	Standard Credits
English	4
Mathematics [Note 1]	3
Laboratory Science [Note 2]	2
History & Social Sciences [Note 3]	2
Health & Physical Education	2
Fine Arts or Career & Technical Education	1
Electives [Note 4]	6
Total	20

NOTE 1

- Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance and statistics in courses that have been approved by the Board.

NOTE 2

- Courses complete shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

NOTE 3

- Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

NOTE 4

- Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.

Electives

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma](#) (PDF).
 - Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
 - Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
 - For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.
 - An exploratory course followed by an introductory course may not be used to satisfy the requirement.

- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.
- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

4. Applied Studies Diploma

An Applied Studies Diploma will be awarded to each disabled student who successfully completes the requirements set forth in his/her IEP, but does not meet the requirements for other diplomas (Standard or Advanced Studies). The IEP Team must take into consideration transition requirements as set forth in the regulations for all students with disabilities prior to graduation. Consideration must be given to the direction that each student and their parents have chosen, whether academic or vocational. Students pursuing a vocational track should either have a vocational completer or work experience depending on the type of special education program identified in the IEP, taking into consideration the student's ability level.

The school board will notify the parents of students with disabilities who have an IEP and who fail to meet the requirements for graduation of the student's right to a free and appropriate education through the age of 22 pursuant to Va. Code § 22.1-213 et seq.

Limitations

An Applied Studies Diploma is not equivalent to a Standard Diploma. Once chosen, it is difficult to change to other diploma options. Students who pursue an Applied Studies Diploma may not qualify for higher education, federal financial aid and some employment opportunities.

Testing Decision Options

- Determined by the IEP Team.
- Documented in the IEP.

Assessment Participation Options

- Standards of Learning (SOL) test with no accommodations
- SOL test with accommodations
- Virginia Alternate Assessment Program (VAAP).

5. Certificates of Program Completion

A Certificate of Program Completion will be awarded to any student who completes a prescribed program of studies defined by the local school board but who is not eligible to receive a standard, advanced studies, modified standard, special, or general achievement diploma.

6. General Educational Development (GED)

Generally

The Board of Education has established a program of testing for general educational development (GED) through which persons may earn a high school equivalency certificate or a General Achievement Diploma. The following persons may participate in the testing program:

- persons who are at least 18 years of age and not enrolled in public school or not otherwise meeting the school attendance requirements set forth in Va. Code § [22.1-254](#); (under certain circumstances consistent with Va.Code§22.1-254 and 22.1-254.2, the age limit may be lowered to 16.)
- persons 16 years of age or older who have been instructed by their parents in their home pursuant to Va. Code § [22.1-254.1](#) and who have completed such home school instruction; persons who have been excused from school attendance pursuant to subsections B and C of Va. Code § [22.1-254](#); persons for whom an individual student alternative education plan has been granted pursuant to subsection D of Va. Code § [22.1-254](#); and
- persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an individual student alternative education plan pursuant to subsection D of Va. Code § [22.1-254](#);
- persons 16 years of age or older who have been expelled from school pursuant to Va. Code §§ [22.1-277.06](#) through [22.1-277.08](#); and
- persons required by court order to participate in the testing program.

Under no circumstances will anyone under the age of 16 be eligible for the testing program.

Only those entities designated by the Department of Education as official Virginia GED testing centers will determine whether an individual is eligible to take GED tests. GED tests will be administered only at official Virginia GED testing centers or addendum test sites that have been approved by the Virginia GED Administrator and the GED Testing Service.

Official test scores may be accepted from an approved state agency, an official jurisdiction responsible for overseeing GED testing, or an official GED testing center outside of Virginia.

An individual may take the full battery of tests up to three times during a calendar year. Test scores may be combined in accordance with GED Testing Service policy.

General Achievement Diploma

A General Achievement Diploma is intended to provide a diploma option for individuals who leave high school without a diploma. It should not be a first option for high school students. A General Achievement Diploma will be awarded to eligible candidates who satisfy the following requirements.

In order to be eligible for a General Achievement Diploma, an individual must meet one of the following criteria:

- be at least 18 years old and not enrolled in public school;
- not otherwise be subject to Virginia's compulsory school attendance requirements.

In order to be awarded a General Achievement Diploma, candidates must earn a total of twenty standard units of credit including the following:

- four standard units of credit in English;
- three standard units of credit in mathematics;
- two standard units of credit in science;
- two standard units of credit in history and social sciences; and
- nine standard units of credit in electives.

The required standard units of credit may be earned by enrolling in:

- a public school if the candidate meets the age requirements;
- a community college or other institution of higher education;
- an adult high school program; or
- correspondence, distance learning, and online courses.

Candidates for a General Achievement Diploma must participate in GED preparation and must achieve a passing score on the GED examination.

General Educational Development (GED) Certificates

GED certificates may be issued to individuals who:

- are at least 18 years of age (Under special circumstances consistent with Va. Code 22.1-254 and 22.1-254.2, the age limit may be lowered to 16) and not enrolled in a public or private high school; and
- achieve the minimum passing score requirements set by the GED Testing Service of the American Council on Education or such higher score requirements that may be established by the Virginia Board of Education.

ISAEP (Individual Student Alternative Education Plan) Program

The Individual Student Alternative Education Plan (ISAEP) Program prepares students at-risk of dropping out of public high school to take the Tests of General Educational Development (GED®) while developing career and technical education skills. The ISAEP program fulfills compulsory attendance requirements for students who are between 17-18 years of age.

Eligibility:

A student is eligible for enrollment in the ISAEP program if:

- the student is currently enrolled in a public high school;
- is at least 17 years of age;
- is at risk of dropping out of school;
- is not earning the required number of credits at school;
- meets academic entrance requirements;
- and chooses to prepare for the GED Tests.

Program Components:

- Each ISAEP student spends a minimum of 15 hours per week on academic content.
- Each ISAEP student spends a minimum of 10 hours per week on work-based or career transition education.
- Each ISAEP student spends a minimum of 12 hours on career counseling.
- Completes an Economics and Personal Finance class.
- Each ISAEP student will have an individual educational plan prescribed by the school division and signed by the parent or guardian.
- Enrollment in ISAEP is voluntary. The student can also re-enroll in regular school at any time.
- All parties involved will be regularly informed of the student's progress. Parents will be involved in any changes to the individual educational plan.
- Failure to comply with all parts of the ISAEP is a violation of the compulsory attendance law and criminal action may be taken.

Completion Requirements

- Passing the GED test
- Successful completion of the career and technical component
- Completion of Economics and Personal Finance class

STUDENT FEES, FINES AND CHARGES

The School Board charges student fees and takes action to recover funds for the loss of or damage to School Board property in accordance with the state and federal law. No fee may be charged unless it has been approved by the School Board.

The School Board provides, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the School Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher's price. If sold, the School Board ensures that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge. Fees are not charged to students for instructional materials, textbooks, or other materials used by a School Board employee that are not directly used by a public school student.

The following fees are charged.

Fees may be charged for 1) optional services such as parking or locker rental; 2) student-selected extracurricular activities; 3) class dues; 4) field trips or educationally-related programs that are not required instructional activities; 5) fees for musical instruments, as long as the instruction in the use of musical instruments is not part of the required curriculum; 6) distance learning classes for enrichment which are not necessary to meet the requirements for a diploma; 7) summer school, unless the classes are required for remediation as prescribed by the Standards of Quality; 8) overdue or lost or damaged library books; 9) lost or damaged textbooks; 10) consumable materials such as workbooks, writing books, drawing books and fine arts materials and supplies; however, workbooks, writing books, drawing books and fine arts materials and supplies must be furnished to students who are unable to afford them at a reduced price or free of charge; fees may not be charged to students for instructional materials, textbooks, or other materials that are not directly used by a public school student; 11) the behind-the-wheel portion of the driver's education program; 12) a fee not to exceed a student's pro rata share of the cost of providing transportation for voluntary extracurricular activities; and 13) the preparation and distribution of official paper copies of student transcripts; a reasonable number of copies of official paper copies must be provided for free before a charge is levied for additional official copies; official electronic copies of student transcripts must be provided for free.

Fees may not be charged 1) as a condition of school enrollment, except for students who are not of school age or who do not reside within the jurisdiction; 2) for instructional programs and activities, or materials required for instruction, except as specified in by 8 VAC 20-720-80.H; 3) for textbooks or textbook deposits; however, a reasonable fee or charge for lost or damaged textbooks may be charged; 4) for pupil transportation to and from school; or 5) for summer school programs or other forms of remediation required by the Standards of Quality.

Fees are reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them, including but not limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless.

Each time a fee is charged, notice is given that a fee waiver may be requested. The notice includes directions as to how to apply for a waiver.

This policy is provided to parents annually and posted on the division's website.

The consequences for nonpayment of fees include exclusion from the activity related to the fee.

No student's report card, diploma or class schedule is withheld because of nonpayment of fees or charges. No student is suspended or expelled for nonpayment of fees or charges.

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

STUDENT ORGANIZATIONS (Secondary Schools)

Policy Statement

It is the policy of the school division to permit the organization and operation of student organizations in the secondary schools and to permit such organizations to meet on school premises during non-instructional time. The purpose of this policy is to establish criteria and procedures governing the operation of student organizations.

Student-Initiated Organizations

Public school facilities are devoted primarily to instructional programs and school-sponsored activities. Curriculum-related student organizations serve as an extension of the regular school curriculum. Their function is to enhance the participants' educational experience and supplement the course materials within the educational program of the schools. The activities of these organizations should bear a clear relationship to the regular curriculum. Student organizations meeting these criteria and approved by the principal shall be deemed to be officially recognized school-sponsored student organizations.

Secondary school students are also permitted to organize and conduct meetings of non-curriculum related organizations to pursue activities outside of the school curriculum, subject to the provisions of this policy. Any secondary school which permits one or more noncurriculum-related student group to meet on school premises during noninstructional time will provide equal access to any students who wish to conduct a meeting without discrimination on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Noncurriculum-related student groups may use school facilities provided that

- the group's meetings are voluntary and student-initiated;
- the group is not sponsored by the school, the government, or any government agent or employee;
- agents or employees of the school or government are present at religious meetings only in a nonparticipatory capacity;
- meetings do not materially and substantially interfere with the orderly conduct of educational activities at the school; and
- nonschool persons do not direct, conduct, control, or regularly attend activities of the group.

Membership

Membership in all student-initiated organizations shall be open to and limited to all students currently enrolled in the sponsoring school on a voluntary basis. These student organizations may establish academic qualifications for membership where necessarily related to the purposes of the organization. No student shall be denied membership on account of his or her race, color, national origin, or religion. Qualifications based on sex may be imposed only where based on competitive athletic skill or where the activity involved is a contact sport.

Faculty Supervision

Curriculum-related student organizations shall be sponsored and supervised by one or more of the members of the school faculty and approved by the principal. Faculty sponsors shall participate in the supervision and direction of all activities of the organization and shall attend all meetings.

Non-curriculum-related student organizations that are student-initiated shall not have a faculty sponsor. However, a member of the school's professional staff shall attend every meeting or activity of such organizations in a non-participatory capacity for purposes of general supervision. The organization shall be responsible to assure the presence of a staff member for its meetings.

No school employee will be compelled to attend a meeting of any student organization if the content of such meeting is contrary to the beliefs of that school employee. School employees present at any meeting of a non curriculum-related student organization, which includes religious worship, prayer or practice or is identified as having a religious purpose, shall attend in a non-participatory capacity only.

Meetings of Student Organizations

All student organizations shall have the right to meet on school premises during non-instructional time as designated by the school principal. No student organization shall be denied equal access to school facilities during designated meeting times on the basis of the religious, political, philosophical or other content of the speech at the meetings of such organization. No public funding or support shall be extended to any non curriculum-related student organization other than the opportunity to meet on school premises on an equal basis as other student organizations.

The principal of each school shall develop guidelines and rules concerning the procedure for scheduling meetings of student organizations and setting the times and facilities which are available for such meetings. Meeting times shall be limited to non-instructional time before or after regular classroom hours or during established activities periods. These guidelines and rules shall be made available to all students. Student organizations wishing to conduct meetings under this policy must make application to the principal for permission in accordance with division procedures.

Compliance with Law and Policy

Student organizations shall not engage in any activity which is contrary to law, division policy or school rules; which disrupts or clearly threatens to disrupt the orderly operation of the school; or which would adversely affect the health, safety or welfare of any students or staff members. Failure to comply with these provisions shall be grounds for disciplinary action.

Application

Any group seeking to recognition as a student organization shall submit a written application through its faculty sponsor, if curriculum related, or monitor, if non-curriculum related, to the principal. Applications shall be made on division approved forms only and shall include at least the following information:

- Name of the organization.
- Name(s) of the faculty sponsor(s) or monitor(s).
- A general statement of the purposes of the organization.
- A description of the qualifications for membership, if any.
- A statement of the relation of the organization to the regular school curriculum. This shall include specific references to classes or other elements of the educational program which the organization is interested in supplementing and a description of how the organization will serve as an extension of, or adjunct to, the curriculum.

- A description of the function of the faculty sponsor/monitor in the promotion, supervision and leadership of the organization.

Approval Procedures

The principal shall review the application and such other information as he or she considers appropriate and shall approve or disapprove of the recognition of the organization within fourteen (14) school days after receipt of the application. The principal's decision, in writing, shall be given to the faculty sponsor/monitor. If the application is disapproved, the principal shall state the reasons for disapproval in the decision.

The faculty sponsor/monitor may appeal the principal's decision to the superintendent or designee, by written appeal submitted to the superintendent within ten (10) school days after receipt of the principal's decision. The written appeal shall state the reasons for the decision. The Superintendent, or designee, shall review the appeal and such other information as he or she considers appropriate and give a written decision within fourteen (14) school days after receipt of the appeal. The decision of the superintendent shall be final.

Ongoing Review

The principal may take disciplinary action, including revocation of recognition of any student organization, at any time upon his or her own initiative, or on complaint by any student or staff member for good cause. Revocation may be appealed to the superintendent or designee, as provided above.

At any time, the superintendent or the Board may review the recognition of any student organization and revoke the same for good cause. Any such actions by the superintendent or Board shall be final.

STUDENT PUBLICATIONS

Definition of Official School Publications

Official school publications such as newspapers, yearbooks, and literary magazines may be prepared in regularly scheduled classes and are components of the curriculum approved by the School Board. These publications are not intended to provide a public forum for students or the general public. In all instances related to these publications, the School Board will be the publisher, the principal will be the editor, the faculty sponsor will be co-editor, and students appointed by the co-editor may serve as assistant editors and journalists.

Responsibilities of Student Editors and Journalists

Student editors and journalists shall be responsible for preparing and writing factual material that is not obscene, defamatory, or an invasion of privacy or that

- is reasonably foreseeable to lead to the substantial disruption of school activities or to endanger the health or safety of students or staff;
- which advocates the commission of an unlawful act or the violation of a lawful school policy or regulation;
- which advertises or advocates illegal products or services; or
- which advocates prejudice, hatred, violence, or harassment on the basis of race, religion, national origin, ancestry or disability.

Responsibilities of Student Publications Faculty Co-Editor

School publications faculty co-editors shall instruct students in the Code of Ethics of the American Society of Newspaper Editors and help students to understand and follow it. Faculty members shall instruct students in correct and appropriate journalistic techniques and consult with the principal, who is the editor, on material that may violate the law or the journalism Code of Ethics. Material that may be considered controversial by some members of the school community should be carefully considered by students and the faculty editor, and brought to the attention of the principal (editor).

Responsibilities of the School Principal (Editor)

The school principal is responsible for approving all publications in accordance with School Board policy and his/her judgment and discretion.

STUDENT RECORDS AND RELEASE OF STUDENT INFORMATION (NOTIFICATION TO PARENTS AND STUDENTS)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Division receives a request for access. Parent or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Scott County School Division to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Division decides not to amend the record as requested by the parent or eligible student, the Division will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Division as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the Division has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on a official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the Division discloses educational records without consent to officials of another school division in which a student seeks or intends to enroll. (NOTE: FERPA requires a school division to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the US department of Education concerning alleged failures by the Division to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6605

For quick, informal responses to routine questions about FERPA, parents may also e-mail the Family Policy Compliance Office at FERPA.Customer@ED.Gov.

Additional information and guidance may be found at FPCO's Web site at: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.

Student Records

The Scott County School Board maintains accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws. The superintendent and/or his designee(s) is responsible for the collection of data, record maintenance and security, access to, and use of records, confidentiality of personally identifiable information, dissemination of information from records, and destruction of records, including the destruction of personally identifiable information regarding a student with a disability at the request of the parents. The superintendent also provides for notification of all school division personnel of policy and procedures for management of education records and notification of parents and students of their rights regarding student records, including the right to obtain, upon request, a copy of this policy.

Definitions

For the purposes of this policy, Scott County Public Schools uses the following definitions.

Authorized representative – any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 CFR § 99.31(a)(3) to conduct, with respect to federal- or state-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.)

Early childhood education program – a Head Start program or an Early Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional, and physical development and is a state prekindergarten program, a program under section 619 or Part C of the Individuals with Disabilities Education Act, or a program operated by a local educational agency.

Education program - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

Education records- any information recorded in any way including handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche maintained by the Scott County School Board or an agent of the school division which contains information directly related to a student, except

1. records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
2. records created and maintained for law enforcement purposes by the Scott County School Board's law enforcement unit, if any. A law enforcement unit is any individual, office, department, or division of the school division that is authorized to enforce any local, state, or federal law, refer enforcement matters to appropriate authorities or maintain the physical security and safety of the school division;
3. in the case of persons who are employed by the Scott County School Board but who are not in attendance at a school in the division, records made and maintained in the normal course of business which relate exclusively to the person in his capacity as an employee;
4. records created or received after an individual is no longer in attendance and that are not directly related to the individual's attendance as a student;
5. grades on peer-graded papers before they are collected and recorded by a teacher; and
6. any electronic information, such as email, even if it contains personally identifiable information regarding a student, unless a printed copy of the electronic information is placed in the student's file or is stored electronically under an individual student's name on a permanent and secure basis for the purpose of being maintained as an educational record. For purposes of this policy, electronic information that exists on a back-up server, a temporary archiving system, or on a temporary basis on a computer is not an education record and is not considered as being maintained.

Eligible student - a student who has reached age 18.

Parent - a parent of a student, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Student - any person who is or has been in attendance at BLANK Public Schools regarding whom the school division maintains education records or personally identifiable information.

Dissemination and Maintenance of Records About Court Proceedings

Adjudications

The superintendent shall disseminate the notice or information regarding an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G. contained in a notice received pursuant to Va. Code § 16.1-305.1 to school personnel responsible for the management of student records and to other relevant school personnel, including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

A parent, guardian, or other person having control or charge of a student, and, with consent of a parent or in compliance with a court order, the court in which the disposition was rendered, shall be notified in writing of any disciplinary action taken with regard to any incident upon which the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 was based and the reasons therefor. The parent or guardian shall also be notified of his or her right to review, and to request an amendment of, the student's scholastic record.

Every notice of adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 received by a superintendent, and information contained in the notice, which is not a disciplinary record as defined in Board of Education regulations, shall be maintained by him and by any others to whom he disseminates it, separately from all other records concerning the student. However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260, the notice shall become a part of the student's disciplinary record.

Any notice of disposition received pursuant to Va. Code § 16.1-305.1 shall not be retained after the student has been awarded a diploma or a certificate as provided in Va. Code § 22.1-253.13:4.

Petitions and Reports

The superintendent shall not disclose information contained in or derived from a notice of petition received pursuant to Va. Code § 16.1-260 or report received pursuant to Va. Code § 66-25.2:1 except as follows:

- If the juvenile is not enrolled as a student in a public school in the division to which the notice or report was given, the superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the superintendent of the division in which the juvenile is enrolled, if known.

- Prior to receipt of the notice of disposition in accordance with Va. Code § 16.1-305.1 the superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.
- If the superintendent believes that disclosure of information regarding a report received pursuant to Va. Code § 66-25.2:1 to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel, he may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such report only to school personnel as necessary to protect the student, the subject or subjects of the danger, other students, or school personnel.

Protective Orders and Orders Prohibiting Contact with a Child

Any school principal who receives notice that a circuit court, general district court, juvenile and domestic relations district court, or magistrate has issued a protective order for the protection of any child who is enrolled at the school, or any other order prohibiting contact with such a child, notifies licensed instructional personnel and other school personnel who (i) provide direct educational or support services to the protected child or the child subject to the order, (ii) have a legitimate educational interest in such information, and (iii) are responsible for the direct supervision of the protected child or the child subject to the order that such order has been issued.

Annual Notification

- The school division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including
- the right to inspect and review the student's education records and the procedure for exercising this right;
 - the right to request amendment of the student's educational records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
 - the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
 - the type of information designated as directory information and the right to opt out of release of directory information;
 - that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
 - the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
 - a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
 - the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records within a reasonable period of time, which shall not exceed 45 days, and before any meeting regarding an IEP or hearing involving a student with a disability. Further, parents have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

Copies of Education Records

Scott County Public Schools will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student from exercising the right to inspect and review the records.

Fees for Copies of Records

The fee for copies will be \$0.75 per page. The actual cost of copying time and postage will be charged. Scott County Public Schools does not charge for search and retrieval of the records. Scott County Public Schools does not charge a fee for copying an Individualized Education Plan (IEP); **however, if there are multiple requests in a single year to copy an IEP, the above rate will be charges - \$0.75 per page. There will not be a fee charged** or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Types, Locations, and Custodians of Education Records

Scott County Public Schools shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school division.

Disclosure of Education Records

Scott County Public Schools discloses education records or personally identifiable information contained therein only with the written consent of the parent or eligible student except as authorized by law. Exceptions which permit the school division to disclose education record information without consent include the following.

1. To school officials who have a legitimate educational interest in the records.

A school official is:

 - a person employed by the School Board
 - a person appointed or elected to the School Board
 - a person employed by or under contract to the School Board to perform a special task, such as an attorney, auditor, medical consultant, or therapist
 - a contractor, consultant, volunteer, or other party to whom the school division has outsourced services or functions for which the school division would otherwise use employees and who is under the direct control of the school division with respect to the use and maintenance of education records

A school official has a legitimate educational interest if the official is:

 - performing a task that is specified in his or her position description or by a contract agreement
 - performing a task related to a student's education
 - performing a task related to the discipline of a student
 - providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state educational authorities, in connection with certain state or federally supported education programs and in accordance with applicable federal regulations.
4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.

5. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. The principal or his designee may disclose identifying information from a pupil's scholastic record to state or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or his designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older.
6. To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be destroyed when it is no longer needed for the purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which
 - specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
 - requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
 - requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
 - requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:
 - the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
 - the parties to whom the division disclosed the information.
11. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
12. Directory information so designated by the school division.
13. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the division under 42 U.S.C. § 14071 and applicable federal guidelines.

The school division discloses or makes available to a guardian ad litem, on request, any information, records, or reports concerning a student for whom a petition for guardianship or conservatorship has been filed that the guardian ad litem determines are necessary to perform his duties under Va. Code § 64.2-2003.

The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom it discloses personally identifiable information from education records.

Unauthorized Disclosure of Electronic Records

In cases in which electronic records containing personally identifiable information are reasonably believed to have been disclosed in violation federal or state law applicable to such information, the school division shall notify, as soon as practicable, the parent of any student affected by such disclosure, except as otherwise provided in Va. Code §§ 32.1-127.105 or 18.2-186.6. Such notification shall include the (i) date, estimated date, or date range of the disclosure; (ii) type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure.

Disclosure to Federal Agencies

Notwithstanding any other provision of law or policy, no member or employee of the Scott County School Board will transmit personally identifiable Information, as that term is defined in FERPA and related regulations from a student's record to a federal government agency or an authorized representative of such agency except as required by federal law or regulation,

Disclosure of Information Relating to Home Instructed Students

Neither the superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent of student to satisfy the requirements of Policy LBD Home Instruction or subdivision B1 of Va. Code § 22.1-254. However, the superintendent or School Board may disclose, with the written consent of a student's parent, such information to the extent provided by the parent's consent. Nothing in this policy prohibits the superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

Audit or Evaluation of Education Programs

Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the federal Secretary of Education, and state and local educational authorities may have access to education records in connection with an audit or evaluation of federal- or state- supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.

Any authorized representative other than an employee must be designated by a written agreement which

- designates the individual or entity as an authorized representative;
- specifies the personally identifiable information to be disclosed, specifies that the purposes for which the personally identifiable information is disclosed to the authorized representative is to carry out an audit or evaluation of federal- or state-supported education programs, or to enforce or comply with federal legal requirements that relate to those programs; and specifies a description of the activity with sufficient specificity to make clear that the work falls within the exception of 34 CFR § 99.31(a)(3) including a description of how the personally identifiable information will be used;
- requires the authorized representative to destroy personally identifiable information when the information is no longer needed for the purpose specified;
- specifies the time period in which the information must be destroyed; and
- establishes policies and procedures, consistent with FERPA and other federal and state confidentiality and privacy provisions, to protect personally identifiable information from further disclosure and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests in the audit or evaluation of a federal- or state-supported education program or for compliance or enforcement of federal legal requirements related to such programs.

Military Recruiters and Institutions of Higher Learning

Scott County Public Schools will provide, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent. The school division will notify parents of the option to make a request and will comply with any request.

The school division will provide military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

Record of Disclosure

Scott County Public Schools maintains a record, kept with the education records of each student, indicating all individuals (except school officials who have a legitimate educational interest in the records), agencies, or organizations which request or obtain access to a student's education records. The record will indicate specifically the legitimate interest the party had in obtaining the information. The record of access will be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations which audit the operation of the system.

The requirements related to records of disclosure stated above do not apply to disclosures made pursuant to an ex parte order issued by a court at the request of the United States Attorney General (or any federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) seeking to collect education records relevant to an authorized investigation or prosecution of international terrorism as defined in 18 U.S.C. § 2331 or other acts listed in 18 U.S.C. § 2332b(g)(5)(B).

Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit access to information from education records to that third party for a period of at least five years.

Directory Information

The Scott County School Board shall notify parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that he or she does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice. No school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a)(11) or the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31 (a)(11) unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible student has not opted out of such disclosure in accordance with Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

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

Correction of Education Records

The procedures for the amendment of records that a parent or eligible student believes to be inaccurate are as follows.

1. Parents or the eligible student must request in writing that the Scott County Public Schools amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
2. SCOTT COUNTY Public Schools shall decide whether to amend the record in accordance with the request within a reasonable period of time. If it decides not to comply, the school division shall notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights
3. Upon request, Scott County Public Schools shall arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing. The hearing shall be held within a reasonable period of time after the request.
4. The parent or eligible student may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
5. The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school division. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records in accordance with FERPA.
6. Scott County Public Schools shall prepare a written decision which will include a summary of the evidence presented and the reasons for the decision within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing.
7. If Scott County Public Schools decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.
8. If Scott County Public Schools decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained and disclosed whenever the school division discloses the portion of the record to which the statement relates.

Confidentiality of HIV and Drug and Alcohol Treatment Records

Scott County Public Schools shall comply with the confidentiality requirements of Va. Code § 32.1-36.1 providing for the confidentiality of records related to any test for Human Immunodeficiency Virus (HIV). In addition, the school division maintains confidentiality of drug and alcohol treatment records as required by federal and state law.

STUDENT SUBMISSION TO PSYCHIATRIC OR PSYCHOLOGICAL EXAMINATIONS, TESTING, OR TREATMENT

No student shall be required, as part of any program which is funded by the United States Department of Education, to submit, without prior consent, to psychiatric or psychological examination, testing or treatment, in which the primary purpose is to reveal information concerning:

- (1) political affiliations;
- (2) mental and psychological problems potentially embarrassing to the student or his family;
- (3) sex behavior and attitudes;
- (4) illegal, anti-social, self-incriminating and demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
- (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Prior consent to any such psychiatric or psychological examination, testing or treatment means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student. Any such examination, testing or treatment within the definition of human research shall be conducted in accordance with Section 22.1-16.1 of the Code of Virginia.

As used herein, the terms psychiatric or psychological examination, testing or treatment are intended to have their ordinary and customary meaning which refers to a recognized medical or therapeutic discipline practiced by licensed professionals. These terms do not include ordinary classroom activities or teaching techniques.

SUMMER SCHOOL

Generally

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Credit for repeated work will ordinarily be granted on the same basis as that for new work. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing if appropriate.

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

Eligibility

The division superintendent may require students who are educationally at risk to take special programs of prevention, intervention, or remediation in summer school if the superintendent determines that remediation of the student's poor academic performance, performance on the Standards of Learning assessments in grades three through eight, or promotion necessitate the student's attendance in summer school.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend summer school.

Any student who fails all of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school or participate in another form of remediation. The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the superintendent or designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or special program shall be borne by the student's parent.

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

Compulsory Attendance

The division superintendent may seek immediate compliance with the compulsory school attendance law as set forth in Va. Code § 22.1-254 after a reasonable effort to seek the student's attendance in the summer school program has failed, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, when:

- a student is required to take a special program of prevention, intervention, or remediation in a public summer school; and
- the superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the summer school program.

Fees

Students required to attend a division summer school program shall not be charged tuition.

Reporting

School divisions must report to the Board of Education the number of students who successfully complete the objectives of remedial programs which they attended due to their performance on the Standards of Learning assessments.

SECTION IV: MISCELLANEOUS ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used as part of the educational curriculum for a student or which will be used in connection with any survey, analysis, or evaluation as part of any federally funded program shall be available for inspection by the parents or guardians of the student in accordance with Policy KBA.

B. Participation in Surveys and Evaluations

No student shall be required, as part of any federally funded program, to submit to a survey, analysis, or evaluation that reveals information concerning

- (1) political affiliations or beliefs of the student or the student's parent,
- (2) mental or psychological problems of the student or the student's family,
- (3) sex behavior or attitudes,
- (4) illegal, anti-social, self-incriminating, or demeaning behavior,
- (5) critical appraisals of other individuals with whom respondents have close family relationships,
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- (7) religious practices, affiliations, or beliefs of the student or student's parent, or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the school board shall notify the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice will inform the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the survey, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey shall not disclose personally identifiable information. No questionnaire or survey requesting sexual information of a student shall be administered to any

student in kindergarten through grade six.

D. Youth Health Risk Behavior Survey

The school board will notify parents of each student enrolled in a middle or high school selected for participation in the survey of student health risk behaviors pursuant to Va. Code § 32.1-73.8, in writing and at least 30 days prior to administration of the survey, that their child may be randomly selected to participate in the survey unless the parent denies consent for the student's participation in writing prior to administration of the survey. The notice will inform the parent regarding the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, whether and how any findings or results will be disclosed, and the steps that will be taken to protect students' privacy. Parents have the right to review the survey prior to its administration.

E. Additional Protections

A parent or emancipated student may, upon request, inspect any instructional material used as part of the educational curriculum of the student and any survey created by a third party before the survey is administered or distributed to a student. Any inspection shall be in accordance with Policy KBA.

In addition, in the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered will be protected and will not be disseminated based on the subjects listed in subsection I.B.

II. Physical Examinations and Screenings

If the Scott County School Division administers any physical examinations or screenings other than

- those required by Virginia law, and
- surveys administered to a student in accordance with the Individuals with Disabilities Education Act, policies regarding those examinations or screenings will be developed and adopted in consultation with parents.

III. Commercial Use of Information

Questionnaires and surveys shall not be administered to public school students during the regular school day or at school-sponsored events without written, informed parental consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;
- book clubs, magazines, and programs providing access to low-cost literary products;
- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- the sale by students of products or services to raise funds for school-related or education-related activities; and
- student recognition programs.

IV. Notification

Notification of Policies

The Board shall provide notice of this policy directly to parents of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. The Board will also offer an opportunity for the parent (or emancipated student) to opt the student out of participation in

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in subsection I.B. above; or
- any nonemergency, invasive physical examination or screening that is
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student, or of other students.

Notification of Specific Events

The Board will directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled, or expected to be scheduled:

- B. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- C. the administration of any survey containing one or more items listed in subsection I.B. above;
 - (i) any nonemergency, invasive physical examination or screening that is required as a condition of attendance;
 - (ii) administered by the school and scheduled by the school in advance; and
- not necessary to protect the immediate health and safety of the student, or of other students.

V. Definitions

Instructional material: the term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Invasive physical examination: the term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parent: the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Personal information: the term "personal information" means individually identifiable information including

- D. a student or parent's first and last name;

- E. a home or other physical address (including street name and the name of the city or town);
- F. a telephone number; or
- G. a Social Security identification number.

Survey: the term "survey" includes an evaluation.

DOOR-TO-DOOR SALES

All fundraising activities conducted for the benefit of the school division must provide an educational benefit to students and must not interfere with the instructional program. All fundraising activities conducted by school-sponsored organizations or clubs must be approved in advance by the principal. Fundraising refers to the raising of non-appropriated funds by students, parents or others for the educational benefit of students and their schools.

Students may participate in fundraising activities provided such activities are approved in writing and carefully monitored and regulated by the school principal or principal's designee. Elementary school students may not participate in door-to-door solicitation. Students are not excused from class to participate in fundraising activities. No grade is affected by a student's participation, or lack of participation, in a fundraising activity.

Each principal develops and maintains a list of all approved fundraising activities and reports all activities to the superintendent pursuant to procedures issued by the superintendent.

The superintendent periodically furnishes the School Board with an up-to-date listing of all fundraising activities being conducted in the school division.

EMERGENCY EVACUATIONS

In the event that an emergency is detected within a school building, proceed according to the following plan:

1. Sound the **FIRE ALARM** by pulling the alarm system located in the halls or in specific rooms.
2. Evacuate the building immediately to at least 300 feet from the structure and out of the fire department's operational area.
3. Make special provisions for handicapped students.
4. Each teacher will leave the room with a roll book to check student names.
5. First aid will be rendered as needed.
6. Call Central Dispatch Fire Department, telephone 911.
7. Confine the fire by closing the door to the area involved.
8. Wait until school officials declare the area safe, before returning to school.
9. Refer to the School Emergency Guide for Schools, December 1985, for further information regarding fire emergencies.
10. See attachment for your schools evacuation plan.

FIRE DRILLS AND OTHER EMERGENCIES

Fire drills are conducted for two purposes: (1) to train students to leave the building orderly and quickly in case of an emergency alarm and (2) to teach self-control in time of emergency.

When the fire alarm signal is sounded, all students should immediately proceed quietly out of the room and to the designated exit. After reaching the designated zone, students should face the building and remain quietly in this area until the all clear signal is sounded to enter the building.

In case of an obstructed or blocked exit during a fire drill, students should proceed to an alternate exit. The last person to leave the room should close all windows, doors, and turn out the lights.

INTERSCHOLASTIC ATHLETICS, SPORTSMANSHIP, ETHICS, AND INTEGRITY

The School Board recognizes the value of extracurricular activities in the educational process and the values that students develop when they have the opportunity to participate in an organized activity outside of the traditional classroom.

Participants and responsible adults involved in School Board approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice and competitions as is expected in the classroom. The School Board further encourages the development and promotion of sportsmanship, ethics and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups and support/booster groups.

PARENTAL INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

- Scott County Schools will put into operation programs, activities and procedures for parental involvement in all school with the Title I, Part A programs, consistent with section 2228 of the Elementary and Secondary Act (ESEA). Parent consultation from participating children will be sought for planning these programs, activities, and procedures.
- The school district will work with individual schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The LEA plan developed under section 1112 of the ESEA will incorporate the district wide parental involvement policy in the Scott County Schools District.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Scott County School District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, Scott County School district will submit any parent comments with the plan when the
- school district submits the plan to the State Department of Education
- The Scott County Public Schools District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The Scott County School District will be governed by the following statutory definition of parental involvement, and expects that its Title I school will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic

learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parental Involvement Guidance

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Scott County School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

Implement strategies to involve parents in the total educational process to include:

- provide for parental involvement in planning strategies
- Provide activities that will educate parents regarding the intellectual and developmental needs of their children
- Provide activities that will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, Head Start program, the Reading First Program, Early Reading First program and Parents to Teacher groups) keep families informed of opportunities for involvement
- Encourage parental participation in all programs
- Provide educational resources for parents and families to use with their children
- Involve parents with objectives of district educational programs
- Involve parents with input into district policies
- Parents of LEP students will be informed of how they can be active participants in assisting their children to learn English, achieve at high levels in core academics, and meet the same challenging academic content and student academic achievement standards as all children are expected to meet.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

2. The Scott County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section
- Develop appropriate roles for community-based organizations and businesses in parental involvement activities.
- Provide assistance to parents served by the school or district, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- Provide materials and training to help parents work with their children to improve their children's achievements, such as literacy training and using technology, as appropriate, to foster parental involvement;
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value of utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;

3. The Scott County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Provide coordination, technical assistance, and other support from various central office departments to assist schools in planning and implementing parent involvement activities to include:
- Parent/Child Reading Nights
- Provide parents materials to help them with their children's education
- Student Progress reports
- Student Assessment Portfolios
- Notification by telephone or writing of academic concerns
- Scheduled Parent Teacher conferences
- Homework Information lines updated regarding assignments
- School Quality Profile
- Technology classes for parents
- Provide necessary literacy training
- Train parents to enhance the involvement of other parents
- Adopt and implement model approaches to improve parental involvement

4. The Scott County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, Virginia PreSchool Initiative and State-operated preschool programs and conduct other activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children by:

- Ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand, i.e. individual assessment result interpretations and assessment portfolios;
- Conducting an annual parent survey to gain parental input on program status and to determine strategies for more effective parental involvement activities and;
- Providing such other reasonable support for parental involvement activities as requested by parents.

5. The Scott County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The Scott County School District will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement plan. The Scott County School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through

the following activities specifically described below:

A. The Scott County School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- Provide parents of participating children the following:
 - ◆ Timely information about Title I, Part A, programs;
 - ◆ A description and explanation of the curriculum in use at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and
 - ◆ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education for their children, and respond to any such suggestions as practicably as possible.

Strategy	Responsible	Date
Provision of Leadership in supervision and improvement of instruction and correlation of subject areas with parental input.	County Parent-Involvement Administration Parents	August-June
Parental involvement in the instructional program providing additional remediation and or services for student needs	County Parent-Involvement, School-wide Program Committee, Guidance Counselor, Principal, Parents, Students	August-June
Orientation for parents and students held at the beginning of school to encourage and inform parents students and the School-wide Program	Principal, Teachers	September
Parent and teacher survey and invitation to orientation for those who will act as volunteers	Principal, Teachers, Parents	October-June
Parental Survey with follow-up workshops to assist parents with better understanding of student needs; opportunities to receive training in technology, the computer programs, internet, and state standards	Principal, Parents, Guidance Counselor, Special Education Teacher Specialists	September-October, December- February, April

Activities, workshops, equipment:

- Parents and Students will receive a monthly newsletter containing important event dates, breakfast and lunch menus, incentives (utilizing parental involvement money) and an update concerning Parent Teacher Meetings.
- Parents will be invited to participate in activities used with new technology that are both educational and motivational such as the “Smart Boards” that provides interaction for the teachers and students.
- Two special lunches will be provided for parents, grandparents and students during the year.
The school will host a “Family Night” or “Reading Night” to encourage parents to read with their children.
- Parent Teacher meetings will be scheduled at mid-grading periods and each semester to provide an interaction time for teachers and parents and to further the goals of the school.
- Workshops will be set up to address the parent survey results.

B. The Scott County School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing materials to parents to help them with their children's education
- Conducting an annual parent survey to gain input on parental needs and strategies
- Holding technology open house nights
- Holding a “Reading Night or Family Night”
- Helping parents understand all national, state and local standards, and expectations through community-based meetings, sending information in languages represented in Scott County Schools.

C. The Scott County School district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Integrating and coordinating all parental involvement strategies in the Scott County Schools.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- A. Working with all staff to ensure all school personnel understand the value of parental involvement.
- B. Providing reasonable support ensure parental involvement activities.

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand

- A. Ensuring all information related to school and parent programs, meetings, and other activities is sent to parents of participating children.
- B. Ensuring that all communications are in easy to understand formats for all parents.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY

Each school served under Title I, part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents that shall describe the means for carrying out the following:

1. convening an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in title I Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved;

2. offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. involving parents, in an organized, ongoing, and timely way, in the planning review, and improvement of Title I, Part A, programs including the planning, review, and improvement of school parental involvement policy and the joint development of the school wide program plan under the No child Left Behind Act of 2001, 20 U.S.C.6312(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the use may use that process, if such process includes an adequate representation of parents of participating children;
4. Providing parents of participating children;
 - a. Title I, Part A Program timely information
 - b. a description and explanation of curriculum in use at the school
 - c. academic assessments used to measure student progress
 - d. proficiency levels students are expected to meet
 - e. opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as possible; and

Parental Involvement in Allocation of Funding:

Parents of children receiving services under Title I, Part A, shall be involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

Policy Review

The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of the schools receiving Title I, Part A or LEP funds. This evaluation will identify barriers to greater participation by parents (particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of that evaluation to design strategies for more effective parental involvement, and to revise, if necessary, this policy.

PART IV, ADOPTION:

This Scott County District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: documented meetings of the Title I planning committees.

PARTIES

Parties of any type are not allowed at Scott County Schools unless previously approved by the administrators.

PUBLIC COMPLAINTS

A complaint involving a particular school shall be handled within the school through the established channel of responsibility. If the complaint cannot be resolved at the level of the principal, it shall be referred to the superintendent or his/her designee. If the central office staff and complainant cannot reach a satisfactory solution, the matter may, at the School Board's discretion, be heard at a regular board meeting.

Any parent, custodian, or legal guardian of a pupil attending the Scott County public schools who is aggrieved by an action of the school board may, within thirty days after such action, petition the local circuit court to review the action of the school board. The court will sustain the action of the school board unless the board exceeded its authority, acted arbitrarily or capriciously, or abused its discretion.

PUBLIC CONDUCT ON SCHOOL PROPERTY

All visitors must register at the school office on arrival.

No one may possess or consume any alcoholic beverage in or on the grounds of any public school during school hours or school or student activities. In addition, no one may consume, and no organization shall serve, any alcoholic beverage in or on the grounds of any public school after school hours or school or student activities, except for religious congregations using wine for sacramental purposes only.

In accordance with Policy KGC Tobacco Products and Nicotine Vapor Products, use of tobacco products and nicotine vapor products is not permitted in schools, at school-sponsored events, or in school vehicles.

Any person found to be engaged in or advocating illegal activity while on school property, including school buses, is reported by the principal to the local law enforcement authorities.

Any person who willfully and maliciously damages, destroys or defaces any school district building, or damages or removes any school property from a school building, is required to compensate the school division and may be prosecuted.

Any person who willfully interrupts or disturbs the operation of any school or, being intoxicated, disturbs the same, whether willfully or not, may be ejected and/or prosecuted.

SCHOOL NUTRITION PROGRAM PAYMENT/DEBT PROCEDURES

1. Students will always be served a reimbursable meal (breakfast or lunch). No student will be denied a meal.
2. Students who charge will receive a reimbursable meal.
3. Students will not be required to throw meals away, do chores in exchange for a meal or wear a wristband or handstamp.
4. Students will not be denied the opportunity to participate in any extracurricular school activity because the student cannot pay for a meal at school or owes a school meal debt.
5. School employees will direct any communication relating to a school meal debt to the student's parent. Communication will be made by a letter addressed to the parent to be sent home with the student or phone call.
6. Balances (positive and negative) will be carried forward from year to year.
7. All cafeteria accounts have a \$25 charge limit. Students **may not** purchase a la carte items if they have a \$10.00 negative balance. (Bottled water, extra entrée, etc.)
8. All outstanding debt to the office and café must be paid in full.

9. When students have reached the maximum \$25.00 charge limit, the child's parents/guardians must be notified with a call from the school office. The office will cover the cost of meals for that day.
10. No charges for a la carte items will be allowed after May 1st for the remainder of the school year.
The following procedures will be followed for students with outstanding debts:
 - Weekly notification will be made to all students who have a debt. (School Messenger)
 - When debt reaches \$10, written notification should be sent to parents.
 - Manager will notify school office and central office in writing when debt reaches \$25.00.
11. SCPS will not file a lawsuit against a student or the student's parent because the student cannot pay for a meal at school or owes a school meal debt.
12. SCPS will not solicit and receive donations or other funds for the purpose of offsetting or eliminating school meal debt.

Parents are also encouraged to check their child's balance weekly at www.Myschoolbucks.com.

Parents/Guardians are also encouraged to sign up for online account at myschoolbucks.com in order to add money to their account, and view activity and balances

New Meal Pattern Requirements and Nutrition Standards

- Age-appropriate calorie limits
- Larger servings of vegetables and fruits (students must take at least one serving of produce)⁸
- A wide variety of vegetables, including dark green and red/orange vegetables and legumes
- Fat-free or 1% milk
- Whole grains
- Less Sodium⁶

2023-2024 Café Prices

Elementary Breakfast	High/Middle School Breakfast	Adult Breakfast	Elementary Lunch	High/Middle School Lunch	Adult Lunch
No Cost	No Cost	See Ala Carte Prices	No Cost	No Cost	See Ala Carte Prices

Ala Carte Prices: Lunch/Breakfast 2023-2024

<i>Entrée /Large Salad</i>	<i>\$1.75</i>
<i>Salad w/meal</i>	<i>\$1.50</i>
<i>Ala carte side (fruit. Veggie)</i>	<i>\$.75</i>
<i>Ala carte Entrée/WO meal</i>	<i>\$1.75</i>
<i>Ala carte Entrée W/meal</i>	<i>\$1.00</i>
<i>Baked Potato</i>	<i>\$1.00</i>
<i>Dinner Roll</i>	<i>\$.30</i>
<i>PB & J</i>	<i>\$1.00</i>
<i>Large water</i>	<i>\$1.00</i>
<i>Plain Biscuit</i>	<i>\$.50</i>
<i>Breakfast Entrée</i>	<i>\$1.00</i>
<i>Milk</i>	<i>\$.50</i>
<i>Yogurt</i>	<i>\$.75</i>
<i>Yogurt parfait</i>	<i>\$1.25</i>

You may check your child's cafe balance, participation report, and to also add money to your child's account at the following link: www.Myschoolbucks.com.

SCHOOL VISITORS

Generally

Visitors are welcome in the schools as long as their presence is not disruptive. Upon arriving at a school, all visitors must report to the administrative office. Potential visitors, including parents, who are registered sex offenders, should consult Policy KN Sex Offender and Crimes Against Minors Registry Information before arriving at school property or school sponsored activities. The school division expects mutual respect, civility and orderly conduct from all individuals on school property and at school events. Unauthorized persons, including suspended and expelled students, will be requested to leave school grounds by the building administrator. Unauthorized persons who fail to leave the school grounds or school activity as requested will be considered trespassers. The School Board authorizes the superintendent to take all necessary actions regarding the safety, order and preservation of the educational environment on School Board property or at school division sponsored activities. Law enforcement may be called to enforce this policy.

Anyone, including students, who enters a school at nighttime without the consent of an authorized person except to attend an approved meeting or service or who enters or remains on any school property, including school buses, in violation of (i) any direction to vacate the property by an authorized individual or (ii) any posted notice which contains such information, posted at a place where it reasonably may be seen may be prosecuted.

Parents

Parents are encouraged to visit the schools on scheduled days for conferences with teachers, assemblies, PTA meetings, volunteer service and other school programs. Noncustodial parents are not denied, solely on the basis of their noncustodial status, the opportunity to participate in any of the student's school or day care activities in which such participation is supported or encouraged by the policies of the School Board.

Board Members

Periodically, Board members may visit schools within the division. The purpose of these visits is to assist in fulfilling their responsibilities and increase understanding of actual educational practices. School Board members follow the same procedures applicable to all other visitors when visiting a school.

Due to the amount of business, which must be transacted over the school telephone, students are not to use the phone except for emergencies. Students will not be called from class to answer the telephone except in emergencies.

TELEPHONE

Due to the amount of business, which must be transacted over the school telephone, students are not to use the phone except for emergencies. Students will not

be called from class to answer the telephone except in emergencies.

TOBACCO-FREE SCHOOL FOR STAFF AND STUDENTS

Students are prohibited from possessing any tobacco product or nicotine vapor product on a school bus, on school property, or at an on-site or off-site school sponsored activity.

In addition, the use or distribution of any tobacco product or nicotine vapor product, on a school bus, on school property, or at an on-site or off-site school-sponsored activity is prohibited.

The superintendent is responsible for developing a regulation which contains

- provisions for the enforcement of this policy among students, employees, and visitors, including the enumeration of possible sanctions or disciplinary actions, and
- referrals to resources to help staff and students overcome tobacco addiction.

Definitions

"Nicotine vapor product" means any noncombustible product containing nicotine that employs a heating element, power source, electronic circuit, or other electronic, chemical, or mechanical means, regardless of shape or size, that can be used to produce vapor from nicotine in a solution or other form. "Nicotine vapor product" includes any electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device and any cartridge or other container of nicotine in a solution or other form that is intended to be used with or in an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device. "Nicotine vapor product" does not include any product regulated by the FDA under Chapter V (21 U.S.C. § 351 et seq.) of the Federal Food, Drug, and Cosmetic Act.

"Tobacco product" means any product made of tobacco and includes cigarettes, cigars, smokeless tobacco, pipe tobacco, bidis, and wrappings.

"Tobacco product" does not include any nicotine vapor product, alternative nicotine product, or product that is regulated by the FDA under Chapter V (21 U.S.C. § 351 et seq.) of the Federal Food, Drug, and Cosmetic Act.

SECTION V. NON-DISCRIMINATION

EQUAL EMPLOYMENT OPPORTUNITY/NONDISCRIMINATION POLICY

The Scott County School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention and other personnel actions affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, creed, religion, national origin, ancestry, political affiliation, sex, sexual orientation, gender, gender identity, age, pregnancy, childbirth or related medical conditions, marital status, military status, genetic information or disability is prohibited. Personnel decisions are based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

The statement, "Scott County School Board is an equal opportunity employer," is placed on all employment application forms.

EQUAL EDUCATIONAL OPPORTUNITIES/NONDISCRIMINATION POLICY

NONDISCRIMINATION POLICY

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1972; Title IX Regulation 1964 and Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Genetic Information Nondiscrimination Act (GINA) of 2008 and all other Federal, State, School rules, laws, regulations, and policies, Scott County Public Schools shall not discriminate on the basis of race, color, religion, national origin, political affiliation, gender identity, sexual orientation, gender/sex (including pregnant and parenting students), age, marital status, disability, or genetic information in any educational program including vocational education for career and technical students, daily activities or extra-curricular activities, or the admission to such programs or activities, and provides equal access to the Boy Scouts and other designated youth groups. Contact Brenda Robinette, Nondiscrimination Compliance Officer, Jason Smith, Jennifer Frazier, Tammy Quillen, or Reagan Mullins at 276-386-6118, Scott County School Board Office for further information pertaining to nondiscrimination or to file a complaint.

POLÍTICA DE NO DISCRIMINACIÓN

En cumplimiento de la Orden Ejecutiva 11246; Título II de las Enmiendas de Educación de 1976; Título VI de la Ley de Derechos Civiles de 1972; Título IX Reglamento de 1964 y Aplicación de las Enmiendas a la Educación de 1972; Artículo 504 de la Ley de rehabilitación de 1973; la Ley de No Discriminación de Información Genética (GINA) de 2008 y todas las demás reglas federales, estatales, escolares, leyes, regulaciones y políticas, las Escuelas Públicas del Condado de Scott no discriminarán por motivos de raza, color, religión, origen nacional, afiliación política, identidad de género, orientación sexual, género / sexo (incluidos los estudiantes embarazadas y padres), edad, estado civil, discapacidad o información genética en cualquier programa educativo, incluida la educación vocacional para estudiantes profesionales y técnicos, actividades diarias o actividades extracurriculares, o la admisión a dichos programas o actividades, y proporciona igualdad de acceso a los Boy Scouts y otros grupos de jóvenes designados. Póngase en contacto con Brenda Robinette, Nondiscrimination Compliance Officer, Jason Smith, Jennifer Frazier, Tammy Quillen o Reagan Mullins al 276-386-6118, Scott County School Board Office para obtener más información relacionada con la no discriminación o para presentar una queja.

It is the intent of the Scott County Public Schools to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents, and employees who feel discrimination/harassment have been shown by the school division.

Inquiries to recipients concerning the application of Title IX and its implementing regulations may be referred to a Title IX Compliance Officer or to Office For Civil Rights (OCR).

Specific complaints of alleged discrimination under Title IX (gender) and Section 504 (disability) should be referred to:

Title IX/504 Supervisor	Assistant Title IX/504 Coordinator	Assistant Title IX/504 Coordinator
Brenda Robinette	Jason Smith	Jennifer Frazier
Supervisor of Special Education	Personnel Supervisor	Supervisor of Secondary Education
Scott County School Board	Scott County School Board	Scott County School Board
340 East Jackson Street	340 East Jackson Street	340 East Jackson Street
Gate City, VA 24251	Gate City, VA 24251	Gate City, VA 24251

276-386-6118
brenda.robinette@scottsschools.com

276-386-6118
jason.smith@scottsschools.com

276-386-6118
jennifer.fraxzier@scottsschools.com

Assistant Title IX/504 Coordinator
Tammy Quillen
Supervisor of Elementary Education
Scott County School Board
340 East Jackson Street
Gate City, VA 24251
276-386-6118
Tammy.quillen@scottsschools.com

Assistant Title IX/504 Coordinator
Reagan Mullins
Supervisor of Middle School
Scott County School Board
340 East Jackson Street
Gate City, VA 24251
276-386-6118
reagan.mullins@scottsschools.com

Office for Civil Rights (OCR)
District of Columbia Office
US Department of Education
P.O. Box 14620
Washington, DC 20044-4620
Telephone: 202-208-2545
FAX: 202-208-7797

Cualquier persona que necesita la información educacional debe llamar este número (276) 386-6118.

***See attachments for reporting discrimination and/or harassment.** For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

PREVENTION OF SEXUAL MISCONDUCT AND ABUSE/SEXUAL HARASSMENT

The Scott County School Board demonstrates its commitment to protecting students from sexual misconduct and abuse which includes: sexual violence; sexual harassment; or harassment based on race, national origin, disability or religion all of which fall under TITLE IX. This is accomplished through:

1. Compliance with all state and local laws and regulations related to the screening of prospective employees for the conviction of barrier crimes and founded cases of child abuse and neglect;
2. Compliance with all state laws related to the reporting of suspected child abuse and neglect;
3. Compliance with all state laws and regulations related to reporting to the Virginia Department of Education of resignations and dismissals of licensed employees related to convictions of barrier crimes and founded cases of abuse and neglect;
4. The development, effective implementation and enforcement of clear and reasonable policies governing the interactions of students and school board employees and volunteers;
5. The establishment of channels for reporting by students and parents of suspected misconduct and abuse, and the prompt notification of law enforcement when criminal activity is alleged or suspected; and
6. Disclosure of formal reprimands and dismissals for violating school board policies on sexual misconduct and abuse prevention to school divisions seeking references.

For the purpose of this policy, school personnel include school board members, superintendent, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the School Division.

I. Policy Statement

The Scott County School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity.

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

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

The school division

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

II. Definitions

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

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

Prohibited Conduct

Harassment Based on Sex

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

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

- unwelcome sexual physical contact

- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

"Sexual harassment prohibited by Title IX" means conduct on the basis of sex that satisfies one or more of the following:

- an employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct;
- unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board's education program or activity; or
- "sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Harassment Based on Race, National Origin, Disability or Religion

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

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

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

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

Additional Prohibited Behavior

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

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

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

The Title IX Coordinator may be contacted at **Brenda Robinette**, brenda.robinette@scottsschools.com, 340 East Jackson Street, Gate City, VA 24251, 276-386-6118, as the Compliance Officer responsible for identifying, investigating, preventing and remedying prohibited harassment. Complaints of harassment may also be made to the Alternate Compliance Office **Jason Smith**, jason.smith@scottsschools.com, or **Jennifer Frazier**, jennifer.frazier@scottsschools.com, **Tammy Quillen**, tammy.quillen@scottsschools.com, or **Reagan Mullins**, Reagan.mullins@scottsschools.com, 340 East Jackson Street, Gate City, VA 24251, 276-386-6118.

III. Complaint Procedures

Report

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

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

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

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

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

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

Investigation by Compliance Officer

Generally

The Compliance Officer

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

Compliance Officer Formal Procedure

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

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

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

The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

Action by Superintendent

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

Appeal

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

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

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

Compliance Officer Informal Procedure

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

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

Sexual Harassment Prohibited by Title IX

Definitions

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

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

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

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

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

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Grievance Process

Generally

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

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

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

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

- of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator; and
- that the School Board does not discriminate on the basis of sex in its education program or activity and that it is required by Title IX not to discriminate in such a manner. The notification states that the requirement not to discriminate extends to admission and employment and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

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

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

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

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

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

All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person’s status as a complainant, respondent, or witness.

Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

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

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

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

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

Notice of Allegations

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

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

The written notice

- includes a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

Dismissal of formal complaints

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

- would not constitute sexual harassment prohibited by title IX even if proved,
- did not occur in the School Board's education program or activity, or
- did not occur against a person in the United States.

Such a dismissal does not preclude action under another provision of the School Board's code of conduct or the superintendent's Standards of Student Conduct.

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

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

Investigation of formal complaint

When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.

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

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

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

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

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

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

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

Determination regarding responsibility

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

The written determination must include

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

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

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

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

Appeals

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

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

Notification of appeal must be given in writing to the Title IX Coordinator.

As to all appeals, the Title IX Coordinator

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

The appeal decision-maker

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

Timelines

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

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

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

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

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

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

Informal Resolution Process

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

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

- the parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- the parties, voluntarily and in writing, consent to the informal resolution process; and
- the informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both

parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.

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

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

Recordkeeping

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

- each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board's education program or activity;
 - any appeal and the result therefrom;
 - any informal resolution and the result therefrom; and
 - all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- These materials will also be made available on the School Board's website.

For each response required under 34 C.F.R. § 106.44, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

IV. Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

V. Right to Alternative Complaint Procedure

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

VI. Prevention and Notice of Policy

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

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

VII. False Charges

Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

SECTION VI: SPECIAL EDUCATION **APPROPRIATE SERVICES FOR STUDENTS WITH DISABILITIES**

Scott County Public Schools pays special attention to the needs of children with disabilities. Every effort is made to educate all students in the "mainstream" of public education. The "Least Restrictive Environment" is considered for each child. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services are necessary to service the range of complexity and severity of disabilities. The following is a brief description of the various special education services provided by the Scott County School System.

CHILD FIND FOR STUDENTS WITH DISABILITIES

The Scott County School Board maintains an active and continuing child find program designed to identify, locate and evaluate those children residing in the division who are birth to 21 inclusive who are in need of special education and related services

The School Board provides all applicable procedural safeguards including written notice to the parents of the scheduled screening and, if the child fails the screening, the results of the screening, confidentiality and maintenance of the student's scholastic record.

CONFIDENTIALITY

Special education laws and regulations state that parental consent shall be obtained before personally identifiable information is disclosed to anyone other than officials of the local educational agency unless the information is contained in the education records, and the disclosure is authorized under the Family Education Rights and Privacy Act. Each local educational agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stage.

Under Virginia's SB 951, the following categories of personal information are protected from unauthorized access, use, modification, disclosure, and dissemination, in accordance with the provisions of the Family Educational Rights and Privacy Act or FERPA: Student names. Email addresses. Telephone numbers.

Personally identifiable information means information that contains the following: (i) the name of the child, the child's parent, or other family member; (ii) the address of the child; (iii) a personal identifier, such as the child's student number; or (iv) a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

EARLY CHILDHOOD EDUCATION FOR STUDENTS WITH DISABILITIES

Developmental Milestones

From 2-5 Years

The following shows the normal signs of growth in a child. Many children develop faster than this. Those who develop slower than this, however, may be special children who may have disabilities.

The skills within each age group fall into one of the following categories:

- A. Fine Motor
- B. Gross Motor
- C. Cognitive
- D. Communication
- E. Social
- F. Daily Living Skills

Fine Motor: The child's ability to use small muscle groups. Included are manipulation of objects, eye-hand coordination, and pre-writing skills.

Gross Motor: The child's ability to use large muscle groups required for activities such as running, jumping, and throwing.

Cognitive: This refers to the child's mental processes such as memory, judgment, reasoning, and understanding of symbolic representation.

Communication: The child's ability to verbalize, as well as understand what is said to him/her.

Social: the child's ability to establish and maintain appropriate relationships with others.

Daily Living Skills: the child's ability to do things for his/herself such as dressing, eating, and toileting.

I. Age Appropriate Skills

- | | |
|---|---|
| <p>A. 2 years old</p> <ol style="list-style-type: none">1. Kicks a large ball2. Turns pages of a book (2-3)3. Imitates housework4. Recognizes familiar pictures5. Asks for items by name6. Use 2-3 words together | <p>B. 3 years old</p> <ol style="list-style-type: none">1. Walks up steps2. Stands briefly on one foot3. Pedals tricycle4. Feeds self5. Opens doors6. Verbalizes toileting need |
| <p>C. 4 years old</p> <ol style="list-style-type: none">1. Hops in place2. Throws a ball overhead3. Catches a bounced ball4. Copies circle5. Knows 6 colors6. Knows sex, age and last name7. Begins to play with others8. Uses sentences with correct grammar9. Washes hands unassisted | <p>D. 5 years old</p> <ol style="list-style-type: none">1. Walks backwards heel to toe2. Runs on tiptoes3. Prints a few letters4. Recognizes own name in print5. Cuts food with a knife6. Plays with others7. Laces shoes |

Upon review of these milestones, if you have a child that you may have concerns about, please contact Stacy Wood at 276-386-7935.

FOSTER CARE POLICIES AND PROCEDURES

For children and youth in foster care, a change in home placement frequently results in a change in school placement. Each time students enter new schools they must adjust to different curricula, different expectations, new friends and new teachers. The impact of every school change can be significant. These changes may create negative impacts on the student, to include: making less academic progress, falling behind their peers, struggling to make friends, building relationships with their teachers, etc. Scott County Public Schools in a joint effort with the Scott County Department of Social Services strives to work together toward the best interest of the student. It is recognized that keeping children in the same school: provides for continuity in education, maintains relationships at school, provides stability during a traumatic time for children, and supports academic success by ensuring school stability.

The Every Student Succeeds Act of 2015 (ESSA) requires that school divisions and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest.

A "Best Interest Determination" is made by a committee for each child when placed into foster care by representatives of Scott County Public Schools, the Local Department of Social Services' service worker (LDSS), the child, the child's parents [unless there has been a loss of parental rights in which case the foster parent(s) or guardian(s) will serve], the child's guardian ad litem, and any other significant person(s) or member of the IEP or 504 Team. The Best Interest Determination Committee looks at report cards, progress reports, attendance, achievement data, disciplinary records, and health records. The committee takes into consideration: the child's previous placements (emotionally, socially, academically, and physically), the child's permanency goal and plan, safety considerations, student preferences and interests, whether the child has a current IEP or 504 Plan.

Because Scott County is a rural county and covers 500 square miles, it is not always possible to work out transportation issues. Also, as a rural community children taken from home and placed in foster care often end up with a relative. Depending on where that person lives in the county, the family may request that the student transfer to another school that would be more convenient for them. These issues are taken into consideration before determination of the final school placement for each child is made taking into consideration first and foremost transportation to the child's school of origin.

GIFTED AND TALENTED EDUCATION (GATE)

The Scott County School Board approves a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The development process for the plan includes opportunities for public review of the school plan. The plan for the education of gifted students is

accessible through the division's website and printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division provides written notification to and seeks written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and to provide services for an identified gifted student in the division's gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the superintendent and the School Board.

The Gifted Program, Gifted and Talented Education (GATE) of Scott County Public Schools incorporates the district standards and benchmarks at a rate and level commensurate with the student's learning abilities. A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. A gifted/talented student exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. Scott County Public Schools believe in the importance of providing a program for gifted students which allows for differentiated learning experiences to meet the needs of students from all ethnic and socio-economic groups. Some strategies used to assist students in achieving include, but are not limited to: independent study, classroom adaptations, curriculum compacting, acceleration, and enrichment. GATE provides a learning environment which compliments as well as extends the existing curriculum of the county's schools.

Valid and systematic identification, including multiple selection criteria, are used in identifying gifted students from the K-12 student population. To ensure that a qualitatively differentiated program is provided, gifted education includes curriculum to meet both the cognitive and social/emotional needs of students. Support services, including materials and staff are provided. Services provided through GATE will enable gifted students to demonstrate skills in communication, problem solving, and self-directed learning that reflects individual uniqueness. GATE is designed to assist students in reaching their greatest potential/cognitive needs so that they may develop maximum knowledge, skills, and abilities in becoming lifelong learners and responsible citizens. Curriculum is chosen to provide challenging and unique opportunities in order to maximize learning potential. Scott County Public School's Vision is: "Every Student, Every Opportunity."

GATE strives to meet the needs of each diverse learner by:

- Understanding the needs of each student
- Planning to meet those needs
- Identifying each student's interests
- Challenging each student to reach their fullest potential
- Providing appropriate resources
- Instructing with flexibility
- Adjusting pacing, providing flexible groupings, and allowing for acceleration

SCPS recognize giftedness as a definable set of leaning characteristics found in the student population. Gifted students are those identified as possessing outstanding abilities and are capable of high performance. They require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. These include, but are not limited to, in-class differentiation, advanced curricular offerings, and enrichment. Gifted students in SCPS include those who demonstrated achievement or potential in General Intellectual Ability as well as the following measures:

- Teacher Assessment Rating Scale
- Academic Performance
- Pal's Assessment
- SAGES-2
- Otis-Lennon Ability Test
- Woodcock Johnson III
- Interview (Student)
- Non-verbal test of intelligence
-

Referrals may be made at each of the school's in Scott County to the school's librarian.

GRADING SYSTEM – STUDENTS WITH DISABILITIES

Students with disabilities in mainstream or full-inclusion courses will have grades reported the same as nondisabled students unless their IEP states otherwise. If a student with disabilities participates in a class for socialization skills, their IEP will address goals for socialization and the student will receive "S" for satisfactory or "U" for unsatisfactory participation.

Student with disabilities in life-skills programs 100% of the school day may receive "S" satisfactory, "N" needs improvement, or "U" unsatisfactory and will be stipulated in the student's IEP.

GRADUATION GUIDELINES FOR SPECIAL EDUCATION STUDENTS

Special education students may earn any one of the diplomas/certificates set forth under the Standards of Learning and Graduation Requirements section in this handbook. The diploma/certificate selected and any accommodations/modifications will be covered in the student's IEP (Individualized Educational Program).

SPECIAL EDUCATION PROGRAMS

- A. Preschool (Homebased/Centerbased)
 - 1. serves preschool children with disabilities ages 2-5 (inclusive)
 - 2. eligible children exhibit a 25% delay in at least 2 areas or 35% delay in one area
 - 3. services include home programs, classroom programs, physical therapy, occupational therapy, language development, etc.
 - 4. two year old children are served in the home and may be served by the Part H Early Intervention Program rather than the school
- B. Monitored Classroom
 - 1. serves children in the general curriculum who have a mild disability and only need minor modifications
 - 2. students are monitored at least every nine weeks and more often if warranted
 - 3. if regression occurs, a meeting will be called immediately and appropriate placement will be discussed

- C. Inclusion
 - 1. serves children in the general curriculum
 - 2. special education teacher and general education teacher work together to meet the child's needs.
- D. Resource Classes
 - 1. serves children less than 50 percent of the day in a separate classroom
 - 2. students generally have mild to moderate disabilities
 - 3. alternate textbooks or materials presented on student level are generally provided
 - 4. some students receive material as presented in the general curriculum with modifications
- E. Self-Contained
 - 1. serves children with moderate to severe disabilities
 - 2. serves children more than 50 percent of the day
- F. Other Alternative Placements (for students who need other special education programs)
 - 1. homebound
 - 2. homebased
 - 3. hospital
 - 4. self-contained academic with nonacademic instruction with peers
 - 5. alternative education
 - 6. consultative
 - 7. private day school
 - 8. public and/or private day school
 - 9. home schooling/monitored
 - 10. other as dictated by the IEP Team
 - 11. center-based Instruction
 - 12. other as dictated by the IEP Team

FORT BLACKMORE CENTER OF EXCELLENCE
CENTER-BASED PROGRAM DESCRIPTION

Fort Blackmore Center consists of one Early Childhood Special Education class, two Early Childhood Special Education ABA classes, three Elementary ABA classes, one Secondary ABA class, and three Life Skills classes.

Fort Blackmore Center offers specialized instructional services for students ages 2-22 with the disability designations of developmental delays (DD), multiple disabilities (MD), autism (AUT), intellectual disabilities (ID) or other health impairment (OHI). Placement is through a referral process. This school is considered a public day school as part of the continuum of special education services for students who are not able to demonstrate progress with appropriate accommodations and strategies in less restrictive educational settings (i.e., special education services in a special education setting in a general education school setting). Most students who attend Fort Blackmore Center receive special education services primarily due to emotional and/or behavioral needs. The majority of the students also have special education needs specific to academic difficulties as well as deficits in social skills and executive functioning skills. Occasionally, students may be placed at Fort Blackmore Center due to the severity of behaviors through a Behavior Intervention Plan.

The Early Childhood Special Education (ECSE) class includes special instruction and related services provided to all children ages 2 through 5, who qualify under the Individuals with Disabilities Act. Services are based on an individualized education program (IEP) which is developed with the parents of each child who is eligible for special education services.

The curriculum is language rich and emphasizes communication, early literacy, and social development along with development in other areas.

The ECSE ABA classes are designed to address the specific needs of preschool-age children who have been identified as having Autism Spectrum Disorder or present characteristics on the autism spectrum, and who cannot benefit from the early childhood class-based program. The program uses Applied Behavior Analysis (ABA) and Verbal Behavior (VB) to foster communication, social skills, appropriate behavior and other skill development. Classes are designed with a reduced adult to student ratio and systematic instruction is provided in a highly structured setting to maximize learning.

Some students who attend the life skills classes at Fort Blackmore Center are severely cognitively delayed and/or exhibit delays in all areas of development. Some students in the life skills programs have medical conditions, as well. All students may require significant instructional adaptations, and many require hand-over-hand assistance to perform simple tasks and need some level of support to complete daily living activities.

Applied Behavior Analysis is also implemented in our elementary and secondary ABA classrooms. Applied behavior analysis (ABA) is the application of behavioral principles to shape behaviors and teach new skills. Behaviors are observed and analyzed to determine their function. The antecedents and consequences (events preceding and subsequent to the behavior) are analyzed and manipulated in an effort to shape or change behavior. Skills are broken down into small, discrete steps and taught systematically. In designated classrooms, ABA is used to modify behaviors, teach new skills, and prepare students to function as independently as possible. Our Board-Certified Behavior Analyst provides ongoing training for parents at parent request and direct support to school staff to enhance the delivery of services using ABA methodologies. This includes the development and implementation of individualized instructional curricula and behavioral programs.

Typical Program Features:

- Stand-alone building
- Principal
- Nurse
- Itinerant guidance counselor
- Specifically-trained instructional and support staff
- Low student to staff ratio
- Early academic curriculum, life skills curriculum, and SOL/ASOL curriculum
- Data collection
- Board Certified Behavior Analyst
- Speech Therapy
- Physical Therapy
- Occupational Therapy
- Adaptive PE
- School Resource Officer
- Autism Specialist

SPECIAL EDUCATION SERVICES

Extended School Year Services

1. The following factors are reviewed when considering Extended School Year (ESY) services for special education students as part of the IEP process:
 - a. Degree of regression/recoupment
 - b. Recovery time
 - c. The child's rate of progress
 - d. The child's behavior/physical problems
 - e. Nature and severity of disability
 - f. Vocational needs
 - g. Special circumstances or other needs
 - h. Related service needs
 - i. Emerging skills/breakthrough opportunities
2. When the IEP team is determining whether a student needs ESY services, they may use the following types of information:
 - a. Historical data
 - b. Review of current and previous IEP's
 - c. Documented regression and recoupment time
 - d. Documented clinical evidence
 - e. Classroom observations
 - f. Progress notes
 - g. Standardized tests
 - h. Samples of the student's work
 - i. Behavior logs
 - j. Parent interviews
 - k. Attendance information
 - l. Other objective evidence
 - m. Expert opinions
3. All special education students are screened for consideration of this service
4. Services may include, but not limited to: speech therapy, physical therapy, occupational therapy, recreational therapy, psychological counseling, summer enrichment program

Related Services

1. developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education
2. services may include but not be limited to: transportation, speech-language pathology, audiology, psychological services, physical and occupational therapy, therapeutic recreation, rehabilitation counseling, medical services, health services, social work, parent counseling

Transition Services

1. activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities
2. includes post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, community participation
3. based on the individual student's needs
4. takes into account the student's interests

TERMS OF DISABLING CONDITIONS

Scott County Public Schools provides a free, appropriate public education for all identified children with disabilities, ages 2-21, inclusive. This right is guaranteed by Individuals with Disabilities Education Act (IDEA). If you have a child, or know of a child, who you suspect may be disabled according to the definitions below, and who, because of such disability needs special education and related services, please contact the Supervisor of Special Education, 340 East Jackson Street, Gate City, Virginia 24251 or call 386-6118. Also, if you or someone you know needs this information in another language, please feel free to contact the Director of Special Education at the same address and telephone number.

Definitions of disabling conditions are as follows:

AUTISM SPECTRUM DISORDERS

- A child may be found eligible for special education and related services as a child with autism if there is an adverse effect on the child's educational performance due to documented characteristics of autism and the child has any of the Pervasive Developmental Disorders, also referenced as autism spectrum disorder, such as Autistic Disorder, Asperger's Disorder, Rhett's Disorder, Childhood Disintegrative Disorder, or Pervasive Developmental Disorder.
- Not Otherwise Specified including Atypical Autism. Children with a medical diagnosis of autism spectrum disorders must be found eligible for special education and related services under IDEA before an Individualized Education Program (IEP) is developed. Children who are suspected of having a disability should be referred to their local school division for evaluation and to initiate the process for determining eligibility.

DEVELOPMENTAL DELAY means a disability affecting a child ages two through six, inclusive:

- Who is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; or (ii) who has an established physical or mental condition that has a high probability of resulting in developmental delay;
- The delay(s) is not primarily a result of cultural factors, environmental or economic disadvantage, or limited English proficiency; and
- The presence of one or more documented characteristics of the delay has an adverse affect on educational performance and makes it necessary for the student to have specially designed instruction to access and make progress in the general educational activities for this age group.

EMOTIONAL DISABILITY means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors;
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- inappropriate types of behavior or feelings under normal circumstances;
- a general pervasive mood of unhappiness or depression; or
- a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes students who are schizophrenic. The term does not apply to students who are socially maladjusted unless it is determined that they have emotional disturbance.

INTELLECTUAL DISABILITY

- A child may be found eligible for special education and related services as a child with an intellectual disability if there is an adverse effect on the child's educational performance due to documented characteristics of intellectual disabilities which are described as a significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Children must be found eligible for special education and related services under IDEA before an Individualized Education Program (IEP) is developed. Children who are suspected of having a disability should be referred to their local school division for evaluation and to initiate the process for determining eligibility.

LEARNING DISABILITY

- Specific learning disabilities are heterogeneous in nature, often differing markedly from one person to the next. The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective March 27, 2002) define the term as follows:

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage.

MULTIPLE DISABILITIES

- A child may be found eligible for special education and related services as a child with multiple disabilities if there is an adverse effect on the child's educational performance due to documented characteristics of multiple disabilities which are described as simultaneous impairments (Such as intellectual disability with blindness, intellectual disability with orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments (this term does not include deaf-blindness). Children must be found eligible for special education and related services under IDEA before an Individualized Education Program (IEP) is developed. Children who are suspected of having a disability should be referred to their local school division for evaluation and to initiate the process for determining eligibility.

OTHER HEALTH IMPAIRMENT

- According to IDEA, "other health impairment" means having limited strength, vitality or alertness. This includes a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment and which adversely affects a child's educational performance.

Chronic or acute health problems that fall under "other health impairment"

■ Asthma	■ Tourette Syndrome
■ Hemophilia	■ Attention Deficit/Hyperactivity Disorder
■ Lead Poisoning	■ Diabetes
■ Leukemia	■ Epilepsy
■ Nephritis	■ Heart Condition
■ Sickle Cell Anemia	

ORTHOPEDIC IMPAIRMENT means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital abnormalities (e.g., club foot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contracture).

SENSORY DISABILITIES

"Sensory disabilities" can involve any of the five senses, but for educational purposes, it generally refers to a disability related to hearing, vision, or both hearing and vision.

Sensory disabilities affect access – access to visual and/or auditory information. Most content information is presented visually and/or auditory in the classroom. It is important that children experiencing a vision and/or a hearing loss are appropriately identified to ensure access to education.

Overviews:

Deaf – Blind

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009) defines the term as follows:

"Deaf-Blindness" means hearing and visual impairments occurring at the same time, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. 34 CFR § 300.7 (c) (3); 8VAC20-81-10.

Hearing Impairment – Deafness

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009) defines the term as follows:

"Hearing Impairment" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. 34 CFR § 300.7 (c) (5) .

"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance. 34 CFR § 300.7 (c) (3).

Visual Impairment – Blindness

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009) defines the term as follows:

"Visual impairment including blindness" means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (34 CFR §300.8(c) (13).

SPEECH - LANGUAGE IMPAIRMENT

- Speech-language impairments can impact the way a student communicates. Speech errors include errors when producing specific sounds that are not a result of normal development or language acquisition, dysfluency (stuttering), or motor speech issues. Students may also receive therapy for improving the understanding and use of spoken or written language, pragmatics, and meta-linguistic skills. Students with swallowing disorders or dysphagia can also receive services from speech-language pathologists in Virginia public schools.

Students must meet Virginia eligibility criteria to be found eligible for services as a student with a speech language impairment or can receive speech-language therapy as a related service if included in the student's IEP.

TRAUMATIC BRAIN INJURY (TBI) "Traumatic brain injury" means an acquired injury to the brain caused by an external physical force or by other medical conditions,

including stroke, anoxia, infectious disease, aneurysm, brain tumors, and neurological insults resulting from medical or surgical treatments, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma (34 CFR 300.8(c)(12))."

Cualquier persona que necesita la información educacional debe llamar este número', 386-6118.

Cualquier persona que necesita la información educacional debe llamar este número', 386-6118.

Please contact the following person if you suspect that your child has a disability:

Brenda Robinette, Supervisor of Special Education, 340 East Jackson Street, Gate City, VA 24251, 276-386-6118

SECTION 504

Section 504/ADA is a civil rights statute aimed at discrimination against individuals with disabilities. Like other statutes of Title VI (race) and Title IX (gender), Section 504/ADA focuses on discrimination based on disability. All programs or activities of the school are covered by Section 504/ADA obligations. No person, on the basis of a disability, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program that benefits from federal funding or is a public entity.

No qualified person shall, on the basis of his/her disability, be subjected to discrimination in employment by any program or activity that receives federal funds or is a public entity.

The school must make reasonable accommodations for employees with known physical and mental impairments unless the accommodation would impose an undue hardship on the operation of the school's program. Examples of reasonable accommodations would include making facilities accessible to and usable by persons with disabilities, job restructuring, part-time or modified work schedules, and acquisition or modification of equipment or devices.

SECTION 504 ELIGIBILITY CRITERIA **Pertaining to Students**

The definition of a qualified person under Section 504 covers a broader population than the definition of a disabled person under P.L. 94-142. A "qualified disabled individual" under 504 is a person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment, and (3) is regarded as having such an impairment.

PRONG 1

- a. "Physical or mental impairment" means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affection of one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genitor-urinary; hemic and lymphatic; skin, and endocrine, or (b) any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disability.

Although the basic definition of "disability is unchanged, the Amendments Act of 2008 broadens the scope of the definition of disability by expanding the definition of "major life activities" and by lowering the bar for what it means to be "substantially limited".

- b. "Major life activities: means functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, communicating, bending, lifting, standing, sleeping and eating, along with the operation of a major bodily function.

PRONG 2

"Has a record of such an impairment" means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.

PRONG 3

"Is regarded as having an impairment" means (1) has a physical or mental impairment that does not substantially limit major life activities, but is treated by a recipient as constituting such limitation; (2) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes or others toward such impairment; or (3) has none of the impairments defined in section one, but is treated by a recipient as having such an impairment.

***An individual who meets the definition of disability solely under the second and third prongs is not entitled to a Section 504 Plan. Such a student is; however, protected from discrimination.

Each school shall establish a Section 504 Committee (in Scott County the Child Study Committee serves this purpose) under the direction of a building administrator whose purpose shall be to process referrals for students suspected of being disabled under Section 504.

Decisions about Section 504/ADA eligibility must be documented in the student's Section 504/ADA file and reviewed at least yearly and whenever any member of the team feels it is necessary. A case manager should be assigned to complete and manage each Section 504/ADA student file. A student's program must be provided in the least restrictive environment, most likely the general education classroom.

Under Section 504/ADA, parents or guardians must be provided with notice of any action that changes the identification, evaluation program, or placement of their student. Written consent would be considered a best practice. The parents should be included in the evaluation, eligibility, and placement process. Parents or guardians have the right to file a grievance, request mediation, ask for a due process hearing, or call the Office for Civil Rights if they disagree with the school.

The guidance counselor at each respective school is the person to contact if someone suspects that a student requires 504 services.

GIFTED and TALENTED/SPECIAL EDUCATION/504 ADVISORY COMMITTEE

The Special Education Advisory Committee meets quarterly. Anyone with a child with a disability who would like to join may contact the Supervisor of Special Education at 276-386-6118.

SECTION VII: STUDENT CONDUCT
STANDARDS OF STUDENT CONDUCT OVERVIEW

Generally

The Scott County School Board establishes expectations for student conduct so that public education is conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

In addition to the types of conduct prohibited below, the superintendent issues Standards of Student Conduct and a list of possible actions for violations of those Standards.

This Policy and the Standards of Student Conduct apply to all Scott County school students. They are enforced when the student's conduct occurs when the student is

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

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

Parental Involvement and Responsibility

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

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

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

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

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

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

Prevention, Intervention, and Treatment Activities and Programs

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

Prohibited Conduct

The following conduct is prohibited. Students engaging in such conduct are subject to disciplinary action.

Bullying and Use of Electronic Means for Bullying

Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

Gang Activity

Gang activity, as defined in Policy JFCE Gang Activity or Association, is prohibited.

Harassment

As provided in Policy JFHA/GBA Prohibition Against Harassment and Retaliation, students are prohibited from harassing other students, school staff, volunteers, student teachers or any other person present in school facilities or at school functions.

Hazing

Hazing is prohibited.

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

Intentional Injury of Others

Students are prohibited from intentionally injuring others.

Self-defense

Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.

Threats: Intimidation

Students are prohibited from making any verbal, written or physical threat of bodily injury to another person.

Trespassing

Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property

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

Students are prohibited from possessing, using, or distributing any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

Students are prohibited from attempting to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

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

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

Use of Profane or Obscene Language and Conduct

Students are prohibited from using profane or obscene language or engaging in profane or obscene conduct.

Vandalism

Students are prohibited from vandalizing school property and the property of any School Board staff member or any other person.

The School Board may recover damages sustained because of the willful or malicious destruction or, or damage to, public property pursuant to Policy ECAB Vandalism.

STANDARDS OF STUDENT CONDUCT

The following are standards of student conduct established by the School Board for all students. The consequences of any act are determined on the basis of the facts presented in each situation in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

1. Assault and Battery

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.

An assault is a threat of bodily injury.

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

2. Attendance; Truancy

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)

If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

3. Bomb Threats

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

4. Bullying

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities.

"Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying.

"Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

5. Bus-Related Offenses

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

Riding the school bus to and from school is a privilege given to students by the Scott County School Board. Students who do not behave properly in waiting for and riding the bus may have this privilege taken away. In addition, students may be given detention, in-school suspension, suspension, placement in an alternative program, or expulsion for misbehaving on the bus. Inappropriate behavior can lead to accidents and injuries. Safety is our greatest concern.

Students are expected to obey the following bus rules:

- a) Obey promptly and courteously the request and directions of the bus driver.
- b) Be seated quickly and remain properly seated while on the bus. Do not sit on feet or books.
- c) Follow assignment of seats as deemed necessary by the driver or school administrator.
- d) Function in an orderly manner at all times for the safety and welfare of the entire group.
- e) Follow all safety and operational regulations.
- f) Refrain from using profane, abusive, or disruptive language and suggestive mannerisms.
- g) Respect the property of others, including the bus. Make a personal effort to keep the bus clean.
- h) Understand that riding the bus is a privilege, which can be continued or discontinued based on the conduct of the individual (Virginia Code 22.1-175(1)).
- i) Be ready to board the bus at the designated stop and approach the bus only after it has completely stopped.
- j) Cross the road carefully upon signal from the driver at a point ten feet in front of the bus.
- k) Use the same procedures as above when leaving the bus, and immediately move away from the bus.
- l) Keep hands, arms, head, and any other objects inside the bus windows.
- m) Refrain from throwing any objects on, at, or from a school bus.
- n) Refrain from talking to others alongside the bus and talk in a normal conversational voice to student on the same seat.
- o) Do not use explosives or anything that could be used as a weapon or looks like a weapon. Students who bring such things on the bus will be severely punished.
- p) Refrain from bringing the following on the bus: bottles, animals, radios, games, large class projects, recorders, posters, stickers, food, pins, water pistols, and any other items that may cause a disturbance.
- q) In cases where such items are needed for a school activity, the parent should make arrangements to bring the child to school or to box/package the item(s) to minimize disturbance on the bus.
- r) In no way block the aisle.
- s) Have proper written permission before changing from assigned bus and regular stop.
- t) The bus driver will not drop off any unaccompanied Pre-K through 3rd grade student without an adult being visible at the bus stop. The driver will return your child to the custody of a school official until a parent or emergency contact can be reached.
 - **If you cannot be visible at the bus stop, then you may provide a note releasing us from liability. The note should be sent to the school stating it is acceptable to let your child off the bus without you being there. When the principal receives a note from you, then the principal will inform the bus driver. The driver will then drop your child off without you being visible.**

6. Cheating

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

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

7. Communication Devices

Students may possess/use a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communications device on school property, provided that the device must remain off and out of sight during **instructional time** unless it is being used for instructional purposes at the direction of the student's teacher.

***Elementary and Intermediate school students will not be allowed to use their cell phone upon arrival at school and during the school day. Exceptions to this policy must be approved by the building administrator prior to use. Students who violate this policy will be subjected to the same**

disciplinary measures as middle and secondary school students.

****The following policy applies to Middle and Secondary school students.**

All mobile phones shall be silenced while on campus or school property.

Students may be allowed to use their cell phones in the morning, before classes begin, at lunch, during breaks, between classes, and after dismissal from the final class.

During periods of authorized use, taking photographs, audio recording and video recording are strictly forbidden unless authorized specifically by a staff member.

Violation may result in loss of cell phone privileges for the remainder of the year and possible referral to Alternative Education for a maximum of 45 school days.

At no time may any device be used with an unfiltered connection to the Internet.

The division is not liable for devices brought to school or school activities.

If a student possesses or uses such a device other than as permitted in this policy, in addition to other disciplinary sanctions which may be imposed, the device may be confiscated from the student and returned only to the student's parent.

Unauthorized possession or use will result in the following:

1st offense – Device may be returned to the student at the end of the day.

2nd offense – Device will be confiscated, parent or guardian will pick up the device at end of the day (Loss of cell phone privileges for 5 school days).

3rd offense – Device will be confiscated, parent will be called to pick up device. Student will receive 3 days of after school suspension or in-school suspension (Loss of cell phone privileges for 10 school days).

4th and following offense – Device will be confiscated, parent will be called to pick up device. Mandatory loss of privileges for the remainder of the school year. Student will receive 5 days of after school suspension or in school suspension.

Any offense after loss of privilege, principal will make recommendation for Alternative Education placement, maximum placement of 45 days.

Confiscation of borrowed communication devices will result in the same disciplinary sanctions.

8. Defiance of the Authority of School Personnel

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

9. Disruptive Conduct

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

10. Extortion

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

11. Felony Charges

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

*Students charged with or convicted of a felony will not be allowed to participate in any extracurricular activities.

12. Fighting

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

13. Gambling

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

14. Gang Activity

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

15. Harassment

A student shall not harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions.

16. Hazing

Students shall not engage in hazing.

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

relevant activity.

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

17. Internet Use

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

18. Laser Pointers

Students shall not have in their possession laser pointers.

19. Other Conduct

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

20. Possession or Use of Weapons or Other Dangerous Articles

Students shall not have in their possession any type of unauthorized firearm or other article which may be used as a weapon, regardless of whether it is commonly accepted as such. (See Policy JFCD Weapons in School.)

21. Profane, Obscene or Abusive Language or Conduct

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

22. Reports of Conviction or Adjudication of Delinquency

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

23. Stalking

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

24. Student Dress

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

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes.

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

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.

Students not complying with this policy will be asked to cover the noncomplying clothing, change clothes or go home.

25. Theft

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

26. Threats or Intimidation

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

27. Trespassing

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

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

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

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

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

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

The School Board may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of School Board policy to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

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

29. Vandalism

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

CORRECTIVE ACTIONS

The following corrective actions are among those available to the school administration for violation of the Student Code of Conduct. The facts and circumstances of each offense are considered fully in determining reasonable corrective actions.

1. Counseling
2. Positive Behavior Intervention Plan
3. Token Interventions
4. Admonition
5. Reprimand
6. Loss of privileges, including access to the School Division's computer system
7. Parental conferences
8. Modification of student classroom assignment or schedule
9. Student behavior contract
10. Referral to student assistance services
11. Removal from class
12. Initiation of child study process
13. Referral to in-school intervention, mediation, or community service programs
14. Tasks or restrictions assigned by the principal or his designee
15. Detention after school or before school
16. Suspension from school-sponsored activities or events prior to, during, or after the regular school day
17. In-school suspension
18. Out-of-school suspension
19. Referral to an alternative education program
20. Notification of legal authority where appropriate
21. Recommendation for expulsion including recommendation for expulsion for possessing a firearm, destructive device, firearm muffler, firearm silencer or pneumatic gun on school property or at a school-sponsored event and recommendation for expulsion for having brought a controlled substance, imitation controlled substance or marijuana onto school property or to a school sponsored activity
22. Evaluation for alcohol or drug abuse
23. Participation in a drug, alcohol or violence intervention, prevention or treatment program
24. Behavior Assessment and Intervention Plans

CORPORAL PUNISHMENT

No teacher, principal or other person employed by Scott County Public Schools shall subject a student to corporal punishment.

DISCIPLINE COMMITTEE

A Disciplinary Committee composed of at least three School Board members shall preside over all appealed cases of student suspensions of more than 10 days and expulsions within the Scott County School Division. The decision of the committee in expulsion cases shall, if unanimous, be the final decision of the School Board. In non-unanimous decisions, the student student's parent may appeal the decision to the School Board. The School Board shall render a final decision in such cases within thirty days of the Committee decision. The Disciplinary Committee shall follow the procedures set forth in Policy JGD/JGE. Membership on the Disciplinary Committee shall be determined by the School Board.

SCOTT COUNTY PUBLIC SCHOOLS LEVELED RESPONSES TO STUDENT BEHAVIOR

Response	Elementary (K-6) Responses	Secondary (Grades 7-12) Responses
LEVEL 1	<ul style="list-style-type: none"> Classroom-based responses, intervention, and management 	<ul style="list-style-type: none"> Classroom-based responses, intervention, and management
LEVEL 2	<ul style="list-style-type: none"> Classroom-based responses 	<ul style="list-style-type: none"> Classroom-based responses

	<ul style="list-style-type: none"> Administrative intervention and response In-school suspension up to 3 days 	<ul style="list-style-type: none"> Administrative intervention and response Afterschool In-school suspension up to 3 days
LEVEL 3	<ul style="list-style-type: none"> Administrative intervention and response Alternatives to suspension Afterschool In-school suspension up to 3 days Out-of-school suspension up to 3 days 	<ul style="list-style-type: none"> Administrative intervention and response Alternatives to suspension In-school suspension up to 5 days Out-of-school suspension up to 5 days
LEVEL 4	<ul style="list-style-type: none"> Administrative intervention and response Alternatives to suspension In-school suspension up to 3 days Out-of-school suspension up to 10 days Recommendation for Long-term Suspension (LTS) / Expulsion 	<ul style="list-style-type: none"> Administrative intervention and response Alternatives to suspension In-school suspension up to 5 days Out-of-school suspension up to 10 days Recommendation for Long-term Suspension (LTS) / Expulsion
LEVEL 5	<ul style="list-style-type: none"> Out-of-school suspension (10 days) and Recommendation for LTS / Expulsion required 	<ul style="list-style-type: none"> Out-of-school suspension (10 days) and Recommendation for LTS / Expulsion required

Scott County Public Schools Behavior Codes with Levels (Elementary)						
Behavior Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5
BAP: Behaviors that Impede the Academic Progress (BAP) of the student or of other students						
BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X			
BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X	X			
BAP3	Scholastic dishonesty (such as cheating, plagiarism)	X	X			
BAP4	Unexcused tardiness to class	X	X	X		
BAP5	Unexcused tardiness to school	X	X	X		
BSO: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures						
BSO1	Altering an official document or record	X	X			
BSO2	Giving false information, misrepresentation	X	X			
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X		
BSO4	Failure to be in one's assigned place	X	X			
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	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	X		
BSO10	Possession of stolen items	X	X	X		
BSO11	Unauthorized use of school electronic or other equipment	X	X	X	X	
BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X	X	X	
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X	X	X	X	
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X	X	
RB: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)						
RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X		
RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X		
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	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		
RB6	Speaking to another in an uncivil, discourteous manner	X	X	X		
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X		
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	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	X	
RB10	Failure to respond to questions or requests by staff	X	X			
RB11	Unwanted or inappropriate physical contact	X	X	X		
BSC: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.						
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol				X	X
BSC2	Alcohol: Distributing alcohol to other students				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 drug policy		X	X	X	X
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	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	X
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
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment			X	X	X
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			
BSC13	Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X	X	
BSC14	Fighting that results in no injury as determined by the school administration			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	X
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X		
BSC17	Shoving, pushing, striking, biting another a student with no visible injury	X	X	X		
BSC18	Exposing body parts, lewd or indecent public behavior			X	X	X
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X		
BSC21	Stalking as described in the Code of Virginia section 18.2-60.3				X	X
BSC22	Stealing money or property using physical force (no weapon involved)			X	X	
BSC24	Leaving school grounds without permission		X	X		
BSC25	Trespassing		X	X		
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another				X	X
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.				X	X
BESO: 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.						
BESO1	Assault: Intending to cause physical injury to another person		X	X	X	X
BESO2	Assault and Battery: Causing physical injury to another person			X	X	X
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration		X	X	X	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused		X	X	X	X
BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications				X	X
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications				X	X
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications				X	X
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X	X
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	X	X
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members		X	X	X	
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)		X	X	X	
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel			X	X	X
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others			X	X	X
BESO17	Bomb threat –Making a bomb threat			X	X	X
PD: Behaviors described in the Virginia’s Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.						
	Sub-Category I					
PD1	Homicide - Firearm				X	X
PD2	Homicide - Other Weapon				X	X
PD3	Sexual Assault				X	X
PD4	Attempted Sexual Assault				X	X
PD5	Use of a Bomb				X	X

	Sub-Category II						
PD6	Assault with Firearm or Weapon				X	X	
PD7	Actual or Attempted Robbery				X	X	
PD8	Kidnapping/Abduction				X	X	
PD9	Malicious Wounding without a Weapon				X	X	
PD10	Aggravated Sexual Battery on a Student				X	X	
	Sub-Category III						
PD11	Illegal Possession of Handgun				X	X	
PD12	Illegal Possession of Rifle or Shotgun				X	X	
PD13	Illegal Possession of Any Other Projectile Weapon				X	X	
PD14	Illegal Possession of Bomb				X	X	
PD15	Illegal Possession of Other Firearms				X	X	
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell				X	X	

Scott County Public Schools Behavior Codes with Levels (Secondary)							
Behavior Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	
BAP: Behaviors that Impede the Academic Progress (BAP) of the student or of other students							
BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X	X			
BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X	X	X			
BAP3	Scholastic dishonesty (such as cheating, plagiarism)	X	X	X			
BAP4	Unexcused tardiness to class	X	X	X			
BAP5	Unexcused tardiness to school	X	X	X			
BSO: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures							
BSO1	Altering an official document or record	X	X	X	X		
BSO2	Giving false information, misrepresentation	X	X	X			
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X			
BSO4	Failure to be in one's assigned place	X	X	X			
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	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	X			
BSO8	Gambling (games of chance for money or profit)	X	X	X			
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X	X			
BSO10	Possession of stolen items	X	X	X			
BSO11	Unauthorized use of school electronic or other equipment	X	X	X	X		

BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X	X	X	
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X	X	X	X	
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X	X	
RB: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)						
RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X	X	
RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X	X	X
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	X	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	X	
RB5	Stealing money or property without physical force	X	X	X	X	
RB6	Speaking to another in an uncivil, discourteous manner	X	X	X		
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X	X	
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	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	X	
RB10	Failure to respond to questions or requests by staff	X	X	X		
RB11	Unwanted or inappropriate physical contact	X	X	X	X	
BSC: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.						
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol				X	X
BSC2	Alcohol: Distributing alcohol to other students				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 drug policy		X	X	X	X
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X	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	X
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
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment			X	X	X
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	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	X	
BSC14	Fighting that results in no injury as determined by the school 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	X
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X	X	
BSC17	Shoving, pushing, striking, biting another a student with no visible injury	X	X	X		

BSC18	Exposing body parts, lewd or indecent public behavior		X	X	X	X
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X	X	
BSC21	Stalking as described in the Code of Virginia section 18.2-60.3			X	X	X
BSC22	Stealing money or property using physical force (no weapon involved)			X	X	X
BSC24	Leaving school grounds without permission			X	X	
BSC25	Trespassing		X	X	X	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another				X	X
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.			X	X	X
BESO: 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.						
BESO1	Assault: Intending to cause physical injury to another person			X	X	X
BESO2	Assault and Battery: Causing physical injury to another person			X	X	X
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration			X	X	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused			X	X	X
BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X	X
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
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X	X
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	X	X
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.				X	X
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members			X	X	X
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)			X	X	X
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel			X	X	X
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others			X	X	X
BESO17	Bomb threat –Making a bomb threat			X	X	X
PD: Behaviors described in the Virginia’s Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.						
	Sub-Category I					
PD1	Homicide - Firearm				X	X
PD2	Homicide - Other Weapon				X	X
PD3	Sexual Assault				X	X
PD4	Attempted Sexual Assault				X	X
PD5	Use of a Bomb				X	X
	Sub-Category II					
PD6	Assault with Firearm or Weapon				X	X
PD7	Actual or Attempted Robbery				X	X

PD8	Kidnapping/Abduction					X	X
PD9	Malicious Wounding without a Weapon					X	X
PD10	Aggravated Sexual Battery on a Student					X	X
	Sub-Category III						
PD11	Illegal Possession of Handgun					X	X
PD12	Illegal Possession of Rifle or Shotgun					X	X
PD13	Illegal Possession of Any Other Projectile Weapon					X	X
PD14	Illegal Possession of Bomb					X	X
PD15	Illegal Possession of Other Firearms					X	X
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell					X	X
Scott County Public Schools Classification of Administrator Responses							
Code for VDOE Data Collection	Instructional Support Description	Administrative Level of Response					
		1	2	3	4	5	
1	Change in Placement for Students with Disabilities (IEP required).		X	X	X	X	
2	Home-based Education with face-to-face teacher contact			X	X	X	
3	Virtual Learning Programs with a virtual teacher		X	X	X	X	
4	Instruction via Alternative Program				X	X	
5	Alternative Hours of Attendance with face-to-face teacher contact		X	X	X	X	
6	Graded Work Provided without face-to-face teacher contact (include in Days Absent on SRC)			X	X	X	
7	Other Instructional Programs with face-to-face teacher contact		X	X	X	X	
8	Other Instructional Programs without face-to-face teacher contact (include in Days Absent on SRC)			X	X	X	
Code for VDOE Data Collection	Behavioral Intervention Description	Administrative Level of Response					
		1	2	3	4	5	
1	Parent Contact		X	X	X	X	
2	Parent Involvement in Intervention Planning		X	X	X	X	
3	Referral to Specialized Instructional Support Personnel		X	X	X	X	
4	Referral to multi-disciplinary intervention team				X	X	
5	Referral to IEP Team		X	X	X	X	
6	Functional Behavior Assessment			X	X	X	
7	Behavioral Intervention Plan (BIP)			X	X	X	
8	Manifestation Determination Meeting (MDR)			X	X	X	
9	Participation in Restorative Practices		X	X	X	X	
10	Referral to Outside Support Agency		X	X	X	X	
11	Referral to threat Assessment Team Weapon, bomb.			X	X	X	
Code for VDOE Data Collection	Disciplinary Sanction Description	Administrative Level of Response					
		1	2	3	4	5	
STS1	Short Term Suspension with Instructional Services			X	X		
STS2	Short Term Suspension with NO Instructional Services			X	X		
ISS	In-School Suspension (1/2 day or more)		X	X	X		
CR	Class Removal (less than 1/2 day)		X	X	X		
DS	Detention Sanction Outside of Regular School Hours		X	X	X		
Code for VDOE Data Collection	Disciplinary Sanction Description	Administrative Level of Response					
		1	2	3	4	5	
SBCS	School-based Community Service Assigned		X	X	X		

LOP	Loss of School Privileges or Participation in Extracurricular programs		X	X	X	X
SBP	Suspension of Bus Privileges		X	X	X	
LTS1	Long-term Suspension with Instructional Services				X	X
LTS2	Long-term Suspension without Instructional Services				X	X
EX2	Expulsion with Instructional Services				X	X
EX2	Expulsion without Instructional Services				X	X
ALT	Alternative Program Placement per code 22.1-277.2:1			X	X	X
NONE	No Disciplinary Sanction applied or taken	X	X			

SCPS Tiered Decision Rules Chart

Tier 1 (80-100%)				
	Academics	<u>Attendance Policy 7-2.3</u>	Behavior	Social-Emotional Wellness
Purpose:	Monitor student academic progress to ensure that adequate gains are being made toward mastery of the content	To align with school board policy regarding attendance. Focus on relationships with students and families to minimize truancy and chronic absenteeism	Classroom wide strategies and supports for all students Each class/school has their own classroom management plan	Encourage the development of positive interpersonal skills and appropriate self-help strategies
Profile of student in this group:	All students are considered for Tier 1 strategies	All students are considered for Tier 1 strategies	All students are considered for Tier 1 strategies	All students are considered for Tier 1 strategies
Data to be reviewed:	Progress reports Report card grades Benchmark testing Standardized test scores CIP data PALS Performance Matters IXL	Daily attendance Document in PowerSchool - MUST add reason for absence in comment area and time for tardy	Teacher and administration documentation in PowerSchool	SEL Curriculum documentation of efforts General "school climate" data that could include some broad information regarding attendance, behavior, and student involvement information Statistics from School Counselor visits
Team Makeup:	PBIS team <ul style="list-style-type: none"> Regular/Special Education teachers Specialists (Math and Reading) Administration School Counselors Parents Child Study/IEP Team 	PBIS team <ul style="list-style-type: none"> Regular/Special Education teachers Specialists Administration School Counselors Parents Child Study/IEP Team Truancy Liaison (TL) 	PBIS team <ul style="list-style-type: none"> Regular/Special Education teachers Specialists (Behavior) Administration School Counselors Parents Child Study/IEP Team 	PBIS team <ul style="list-style-type: none"> Regular/Special Education teachers Specialists (SEL, SW) Administration School Counselor Parents Child Study/IEP Team School Psychologist
Meeting Frequency:	Quarterly	Quarterly	Quarterly	Quarterly
Strategies:	Excellent instruction Clear grading rules Adequate opportunity to demonstrate success Regular review of student progress Communication with students and parents regarding progress	At 5 UNEXCUSED Absences = <ul style="list-style-type: none"> TL or other school designee contacts parent (in person, by phone, or other communication device). Plan to improve 	0-5 Office Discipline Referrals (Based on nature of referral.) <ul style="list-style-type: none"> Teaching behavior expectations Acknowledgement system to reinforce 	School-wide programming that develops the traits/skills you hope to see in your students addressed through announcements and assemblies "Awareness" weeks imbedded in content curriculum as much as possible

		<p>attendance discussed - barriers determined, next steps if continued absences.</p> <ul style="list-style-type: none"> • Document in PowerSchool. MUST include specific reason WHY absent in comment box. • If teacher calling, he/she must document and send info to Administration to enter in PS. • If in person, ask if contact numbers/email are up to date. 	<p>expected behaviors</p> <ul style="list-style-type: none"> o Positive feedback to increase behaviors desired 	SEL curriculum and individual assessments
Resources and Supports	PowerSchool Parent Portal, collaborative planning periods, Math/Reading Specialist, Title I, School Counselors, ITRT, After-School Programs, Tutors	<ul style="list-style-type: none"> • Discussed at Back to School Nights • Posters around School • Attendance School Goals • Attendance Celebrations • Part of PBIS expectations • Attendance Works webinars and resources 	<p><u>ALL ADULTS IN BUILDING SHOULD BE IMPLEMENTING THESE ELEMENTS.</u></p> <p><u>Classroom Management Plans</u></p>	School Counselors Specialists
Professional Development which supports teachers at this level:	New Teacher Trainings Teacher Mentor Departmental Meetings Subject Area PD ITRT Trainings CIP Data Technology Trainings	Resources shared from the leadership team on family engagement and building/maintaining relationships with students	Effective Classroom Management Trainings Behavior Intervention Trainings	National programs Youth Mental Health First Aid Child Abuse Cultural Competency Training

Tier 2 (15-20%)				
	Academics	Attendance	Behavior	Mental Health
Purpose:	Identify and assist students making insufficient progress toward academic goals	At-Risk Students = History of truancy/chronic absenteeism	To provide targeted supports for students (groups) who are not successful with Tier 1 supports Addresses more serious problems in a proactive manner	Identify and assist students who seem to be demonstrating mental health needs
Profile of student in this group:	Student is failing at least one course, OR, standardized test data reveals significant academic weaknesses	Have identified At-Risk Students = History of truancy/chronic absenteeism Code of VA 22.1-258/22.1-262	6-8 Office Discipline Referrals (Based on nature of referral.)	Student needs regular support to navigate the demands of school - stress, anxiety, anger, depression, etc.
Data to be reviewed:	Mid-term reports Report card grades Standardized test scores Missing assignments Attendance Remediation Individual student records Special Education Referrals PALS Performance Matters IXL	Daily attendance Document in PowerSchool - MUST add reason for absence in comment area and time for tardy	Teacher and administration documentation in PowerSchool	SEL documentation of efforts General "school climate" data that could include some broad information regarding attendance, behavior, and student involvement information Statistics from school Counselor visits Pertinent medical data for the students Threat assessments (if any) Clinic data Teacher and parent assessments
Team Makeup:	PBIS team <ul style="list-style-type: none"> Administration School Counselors Specialists (Math/Reading) Regular/Special Education teachers Child Study/IEP Team Parents 	PBIS team <ul style="list-style-type: none"> Administrator School Counselors Specialists (as needed) Regular/Special Education teachers Child Study/IEP Team Truancy Liaison Parents 	PBIS team <ul style="list-style-type: none"> Administration School Counselors Specialists (Behavior) Regular/Special Education teachers Child Study/IEP Team Parents 	PBIS team <ul style="list-style-type: none"> Administration School Counselors Specialists (SEL, SW) Regular/Special Education teachers Child Study/IEP Team Parents School Psychologist
Meeting Frequency:	3-6 Times Quarterly	3-6 Times Quarterly	3-6 Times Quarterly	3-6 Times Quarterly
Strategies:	Excellent instruction Clear grading rules Adequate opportunity to demonstrate success Regular review of student progress Communication with students and parents regarding progress Small-group instruction Targeted tutoring programs RTI IEP/504 Eligibility	At 8+Total Absences = *If no other identified concerns - put on monitor list *Designee to request further documentation from parents for future absences *If identified concerns in 2 or more areas, start Tier 3 paperwork <ul style="list-style-type: none"> Possible intervention: Can hold group meetings with students to inform, and make an informal plan (law, expectations, goals, assistance needed). Students with an IEP	School Counselor <ul style="list-style-type: none"> Groups (social skills, organizational skills, anger management, self-regulation, etc.) See individual student Students identified monitoring to enter program based on school decision rules. Program success monitored 	School-wide programming that develops the traits/skills you hope to see in your students can be addressed through announcements and assemblies "Awareness" weeks Imbedded in content curriculum as much as possible Individualized visits with the School Counselors Frequent communication with home Purposeful relationship building with key school leaders, like Principals, School Counselors, SRO, Nurses, etc. Consideration of IEP/504 Eligibility Consideration of homebound services

		<p>*Coordinates with Case Manager, who will schedule IEP Team meetings for identified students, with TL invited</p> <p>At 10+ Unexcused Absences</p> <p>*Must have meeting within 10 days to develop Attendance/Action plan</p> <p>*Use data (PS) to identify groups of students</p> <p>*Implement suggested interventions and continue to monitor</p> <p>*If parent does NOT attend, proceed with meeting and document in Action Plan.</p> <p>*Plan must document that parents were informed that 1 additional day absent without documentation may result in a referral</p> <p>Students with an IEP</p> <p>*Must have IEP Team Meeting with parents in attendance</p> <p>* IEP documentation of meeting use to develop Attendance Action plan.</p> <p>*The IEP Team implements suggested interventions and continues to monitor</p>		
Resources and Supports	PowerSchool Parent Portal Collaborative planning periods Tutors After-school Programs Peer tutors Schedule change Specialists (Math and Reading)	Attendance Works resources; webinars	Mentor Program Basic Behavior Plan/Daily Report Card	School Counselors Peer mentor program Community mentors "Free Pass" Plan to seek support during class time
Professional Development which supports teachers at this level:	New Teacher Training Teacher Mentors Specific training for small-groups/reteaching Specialized training around identifying a potential disability Relationship-building opportunities. Differentiated instruction training Technology Training	Opportunities for principals to gather and share notes/ideas	Behavior Implementation Plan Assessment (BIP) (less intense behaviors) <ul style="list-style-type: none"> • Parent meeting to discuss intervention and have parent <u>SIGNED PERMISSION</u> • <u>Team meetings with relevant staff members to:</u> <p>Identify problem behavior Data collection on problem behavior Interviews with student, teachers, parent on problem behavior Creation of Positive Behavior Plan for student success</p>	National programs like Character Counts Teaching Tolerance Youth Mental Health First Aid Child abuse and neglect training Cultural Competency Training

Tier 3 (3-5%)				
	Academics	Attendance	Behavior	Mental Health
Purpose:	Identify and assist students making essentially no progress toward academic goals	+1 Additional Unexcused Absence (after interventions from Child Study/IEP Team have been attempted)	To address more disruptive behavior that creates barriers to learning and excludes students from social settings	Identify and assist students who are diagnosed/demonstrate significant mental health needs
Profile of student in this group:	Student is failing multiple courses, OR, standardized test data reveals significant academic weaknesses. Likely appears completely disconnected from the academic focus of the school	+1 Additional Unexcused Absence (after interventions from Child Study/IEP Team have been attempted)	8+ Office Discipline Referrals (Based on nature of referral)	Student is not being successful in the regular school setting due to their mental health needs. Student may present as a risk to him/herself or others
Data to be reviewed:	Mid-term reports Report card grades Standardized test scores Missing assignments Attendance Remediation Individual student record Special Education Referrals Relationship data - is this student connected to anyone? Partnership with the family PALS Performance Matters IXL	PowerSchool	PowerSchool, individual data collection sheets	SEL documentation of efforts General "school climate" data that could include some broad information regarding attendance, behavior, and student involvement information Statistics from school Counselor visits Assessment from parents and teachers. Pertinent medical data for the students Threat assessments (if any) Clinic data Partnership with the family Data from any outside counseling service/therapy Data from hospitalizations, if any Risk assessments
Team Makeup:	PBIS team <ul style="list-style-type: none"> Child Study/ IEP Team Administration School Counselors Regular/Special Education Teachers Specialists (Math, Reading, Behavior) Parents 	PBIS team <ul style="list-style-type: none"> Child Study/IEP Team Administration School Counselors Regular/Special Education Teachers Specialists (Behavior) Parents Truancy Liaison 	PBIS team <ul style="list-style-type: none"> Child Study/ IEP Team Administration School Counselors Regular/Special Education Teachers Specialists (Behavior) Parents 	PBIS team <ul style="list-style-type: none"> Child Study/ IEP Team Administration School Counselors Regular/Special Education Teachers Specialists (SEL, SW) Parents School Psychologist
Meeting Frequency:	Monthly	Monthly	Monthly	Monthly

Strategies:	Excellent instruction Clear grading rules Adequate opportunity to demonstrate success Regular review of student progress Communication with students and parents regarding progress Small-group instruction Targeted tutoring programs Child Study/IEP/504 Eligibility Summer School Consideration ISAP Opportunities Alternative placement	<ul style="list-style-type: none"> Make appropriate referral Continue to action plan Child Study/IEP Team as needed For ANY FURTHER ABSENCES TO BE EXCUSED MUST have verified document (Dr. note, program from event, etc.) <p>From Case Manager to IEP Team</p> <ul style="list-style-type: none"> IEP Team implements suggested interventions continues to monitor Case Manager communicate will report success of interventions to Admin. For Division Truancy (K Funkhouser) 	<p>Behavior Implementation Plan (more severe needs)</p> <p>Parent meeting to discuss intervention and have parent <u>SIGNED PERMISSION</u></p> <p><u>Meetings with relevant staff members to student to:</u></p> <ul style="list-style-type: none"> Identify problem behavior Data collection on problem behavior Interviews with student, teachers, parent on problem behavior Create Crisis Plan if needed to keep student and staff safe and student in the building Creation of Positive Behavior Plan for student success 	<p>School-wide programming that develops the traits/skills you hope to see in your students</p> <p>can be addressed through announcements and assemblies</p> <p>"Awareness" weeks</p> <p>Imbedded in content curriculum as much as possible</p> <p>Individualized or small-group visits with the School Counselor</p> <p>Frequent communication with home</p> <p>Purposeful relationship building with key school leaders, like Principals, School Counselors, SRO, Nurse, etc.</p> <p>Consideration of IEP/504 Eligibility</p> <p>Consideration of homebound services</p> <p>Medication support through School Clinic</p> <p>Referral to outside counseling services</p> <p>Consideration of administrative homebound services</p> <p>Risk assessment</p>
Resources and Supports	Instructional Coaches PowerSchool Parent Portal Celebrative planning periods Tutors After-school Programs Peer tutors Schedule changes Project AIM Alternative Education ISAP/SOAR Programs	<p>Contact Admin. Of Division Truancy if court deemed necessary by team</p> <p>Court outcomes communicated</p> <p>Case Manager who will communicate to IEP Team</p>	Behavior Specialist	<p>School Counselors</p> <p>Community organizations</p> <p>PTA/Booster Clubs</p> <p>Community mentors</p> <p>"Free Pass" Plan to seek support during class time</p> <p>Private counseling</p> <p>Risk assessments</p>
Professional Development which supports teachers at this level:	<p>New Teacher Trainings</p> <p>Teacher Mentors</p> <p>Instructional Coaches</p> <p>Skillful Teacher Training</p> <p>Specific training for small-groups/reteaching</p> <p>Specialized training around identifying a potential disability</p> <p>Relationship-building opportunities around the "tough kid"</p> <p>Specific training in curriculum adaptation</p> <p>Willingness to focus on truly essential learning</p>		BIP Training	<p>National programs like Character Counts</p> <p>Teaching Tolerance</p> <p>Youth Mental Health First Aid</p> <p>General mental health conditions training</p> <p>Guidelines around risk assessments, hospitalizations, etc.</p>

DISCIPLINE PROCEDURE TABLE

	PRINCIPAL/ ASSISTANT PRINCIPAL	SUPERINTENDENT/ DESIGNEE	COMMITTEE (AT LEAST 3 MEMBERS)	FULL BOARD
SUSPENSION OF 10 DAYS OR LESS	Principal implements upon notice to student, give facts as known, opportunity for student to explain	May be authorized to make a decision which is final		
SUSPENSION OF MORE THAN 10 DAYS	Principal recommends; upon notice to student, give facts as known, opportunity for student to explain	May be authorized to make a decision, which may be appealed to the committee	May be authorized to render a final decision, but it must be unanimous in order to be final; otherwise the decision is appealable to the full board.	All cases except unanimous decision by an authorized board committee must be appealable to the full board.
EXPULSION	Principal recommends; upon notice to student, give facts as known, opportunity for student to explain	May be authorized to make a decision, which may be appealed to the committee	May be authorized to render a final decision, but it must be unanimous in order to be final; otherwise the decision is appealable to the full board.	All cases except unanimous decision by an authorized board committee must be appealable to the full board.

EXCLUSION FROM ATTENDANCE	Principal recommends; upon notice to student, give facts as known, opportunity for student to explain	Decision is final, when authorized by the board, but the board may choose to review the decision in its discretion after timely petition from the student. After one year (365 days), the student may petition the full board.	Could review decisions of superintendent or designee, if authorized in regulation, and make I) a final decision, board could still choose to review the decision in its discretion after timely petition from the student; or ii) a decision appealable to the full board. If a final decision, the student may petition full board after exclusion period ends.	Board may retain final appealability of exclusion, as is the case under current policy. After 365 days or the termination of the underlying suspension, the student may repetition the full board.
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DISCIPLINING STUDENTS WITH DISABILITIES

DEFINITIONS

Behavioral Intervention Plan (BIP) means a plan that utilizes positive behavioral interventions and supports to address behaviors which interfere with the learning of students with disabilities or with the learning of others or that require disciplinary action. . A Functional Behavior Assessment (FBA) and a BIP and modifications designed to address a student's behavior only applies to students whose behavior is a manifestation of their disability as determined by Scott County Public Schools, the parent, and the relevant members of the student's IEP Team. They must also be used proactively, if the IEP Team determines that they would be appropriate for the student. If a student's misconduct has been found to have a direct and substantial relationship to his/her disability, the IEP Team will need to conduct a FBA of the child, unless one has already been conducted. Similarly, the IEP Team must write a BIP for the student, unless one already exists. If a BIP already exists, then the IEP Team will need to review the plan and modify it, as necessary, to address the behavior.

Business Day means Monday through Friday, exclusive of federal and state holidays.

Calendar Day means consecutive days inclusive of Saturdays and Sundays.

Change of Placement means:

- A removal of a student from the student's current educational placement is for more than 10 consecutive days; or
- The student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of such factors as:
 - The length of each removal
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals;
 - The total amount of time the student is removed; or
 - The proximity of the removals to one another.

Functional Behavioral Assessment (FBA) means a process to determine the underlying cause of functions of a child's behavior that impede the learning of the child with a disability or the learning of the child's peers. A functional behavioral assessment may include a review of existing data or new testing data or evaluation as determined by the IEP Team. A FBA must be conducted when the IEP Team determines that a behavior was a manifestation of the child's disability. **Whenever a MDR is conducted, no manifestation is found, but the team determines a FBA should be conducted. A FBA should be considered when a child's behavior impedes the child's learning or that of others. In this case, the team may determine that additional behavior goals are necessary prior to a FBA.**

Long-Term Removal means suspension of a student with a disability to an alternative setting for more than 10 consecutive school days in a school year; or, when the student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a year. School personnel may remove a student to an interim alternative educational setting for weapons, drugs, or for serious bodily injury for 45 school days.

Manifestation Determination Review (MDR) means a process to review all relevant information, including the review of the IEP, teacher observations, and relevant information in the student's file, and the relationship between the student's disability and the behavior subject to the disciplinary action. **A MDR must be held when there is a disciplinary change in placement.** The mandate requires that the IEP Team determine if the conduct in question was:

- Caused by, or had a direct and substantial relationship to, the child's disability; or
- The direct result of the school's failure to implement the IEP.

Pattern means separate related incidents of removal (such as: two or more incidents of fighting) which cumulate to more than 10 school days in a given school year and constitute a change in placement.

School Day means any day, including a partial day, which children are in attendance at school for instructional purposes.

Separate Incidents of Misconduct means that the incidents are unrelated

Serious Bodily Injury means bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss of impairment of the function of a bodily member, organ or mental faculty.

Short-Term Removal means suspending a student with a disability to an alternative setting for 10 school days or less in a school year, but not consecutive and does not constitute a change in placement.

KEY PROVISIONS

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

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

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

- (1) the removal is for more than 10 consecutive school days at a time; or
- (2) Pattern analysis: there is a series of removals during the school year, each of which is for 10 days or less and they cumulate to more than 10 days in a school year and constitute a pattern because of:
 - (a) the length of each removal,
 - (b) the proximity of the removals to each other,
 - (c) the total time the student is removed, and

- (d) the child's behavior is substantially similar to the child's behavior in the series of removals for previous incidents in the school year.
- (e) The pattern analysis determination is made and documented by the administration.

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

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

II. Short-Term Suspensions

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

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

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

III. Functional Behavior Assessments and Behavior Intervention Plans

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

- conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP), if no FBA was conducted previously; or,
- if the student already has an FBA and a BIP in place, review and modify the BIP, as necessary to address the behavior.

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

If the MDR team members determine that there is no manifestation, then the IEP team should decide whether there is a need to conduct or review an FBA and BIP.

IV. Educational Services While Disciplined

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

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

- 1) continue to progress in the general curriculum, although in another setting, and
- 2) make progress toward meeting the goals set out in the student's IEP.

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

V. Manifestation Determination Review

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

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

- 1) considers all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information supplied by the parents; and
- 2) determines that:
 - (a) the conduct in question was not caused by, or did not have a direct and substantial relationship to, the student's disability; and
 - (b) the conduct in question was not the direct result of the school division's failure to implement the IEP.

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

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

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

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

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

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

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

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

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

IX. Change of Placement by Hearing Officer

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

X. Placement During Appeals

During the course of any appeals, the student's placement shall be in accordance with the provisions of state and federal law unless the parent and the school division agree otherwise. Students with disabilities are also entitled to the due process rights available to a non-disabled student who is subject to discipline. In addition, students with disabilities are entitled to the due process procedures available under the Individuals with Disabilities Education Act, as amended, and any state procedures.

XI. Students Not Yet Identified as Disabled

Students for whom the parents assert there is a disability but who have not yet been identified as disabled may be subjected to the same measures applied to students without disabilities if the school division did not have knowledge of the disability before the behavior that precipitated the disciplinary action occurred. A school division will be found to have knowledge of the student's disability if, before the behavior that precipitated the disciplinary action occurred, one of the following occurred:

- (1) the parent expressed concern in writing to supervisory or administrative personnel of the school division, or to a teacher of the student, that the student is in need of special education and related services; or
- (2) the parent requested an evaluation of the student for special education eligibility; or
- (3) the student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel of the school division that suggests the presence of a disability.

A school division would not be found to have knowledge of a student's disability if:

- (1) the parents refused to allow an evaluation of the student or refused special education services; or
- (2) the student was evaluated and found not eligible for special education services.

If a request for an initial evaluation is made during the period a student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is found eligible as a child with a disability, taking into consideration information from the evaluation conducted by the school division and information provided by the parents, then the student must be provided special education and related services, although in another setting. Pending the results of the evaluation, the student shall remain in the educational placement determined by the school authorities which placement can include suspension or expulsion without services.

XII. Disciplining Certain Section 504 Students Who Violate Alcohol and Drug Policies

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

XIII. Reporting of Crimes

Nothing in these procedures prevents the reporting of a crime to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities.

DRUGS IN SCHOOL

No person may manufacture, sell or distribute or possess with intent to sell, give or distribute any controlled substance, imitation controlled substance, or marijuana while

- on the property, including building or grounds, of any public school;
- on public property or any property open to public use within 1,000 feet of the property, including building or grounds, of any public school;
- on any school bus; or
- at any designated school bus stop or any public property or any property open to public use within 1,000 feet of such school bus stop during the time when school children are waiting to be picked up and transported to or are being dropped off from school or a school sponsored activity.

A. Expulsion

A student who is determined to have brought a controlled substance, imitation controlled substance, or marijuana onto school property or to a school-sponsored activity may be expelled in accordance with Policy JGD/JGE Student Suspension/Expulsion. The School Board may determine, based on the facts of the particular case that special circumstances exist and no disciplinary action or another form of discipline is appropriate. The School Board authorizes the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Any disciplinary action imposed pursuant to such a review must be taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

B. Prevention and Intervention

Any student who violates this policy shall participate in the prevention and intervention activities identified in Scott County school division's drug and violence prevention plan.

The School Board may require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of School Board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

C. Required Reporting to Parents and Local Law Enforcement

The principal reports a violation of this policy to parents and local law enforcement as required by Policy CLA Reporting Acts of Violence and Substance Abuse.

I. Students with Disabilities

A. Students with disabilities are subject to the provisions of Section I of this policy and may be disciplined to the same extent as a nondisabled student provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. The provisions of Policy JGDA Disciplining Students with Disabilities will be followed in addition to the regular disciplinary procedures.

B. Additional authority to remove a student with a disability from school for a drug violation.

1. In addition to the authority granted in subsection A above, a student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.

2. For purposes of this forty-five (45) school day removal, "illegal drugs" and "controlled substance" are defined as follows:

- a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in § 202(c) of the Controlled Substances Act at 21 U.S.C. § 812(c).
- b. Illegal drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

ENROLLMENT OF SUSPENDED STUDENT

Any student who has been suspended from a school of this Division is not eligible to attend any other school within the Division until eligible to return to his or her regular school. Any student who has been suspended from another division will not be permitted to enroll in this Division until eligible to re-enroll in his or her former division or until the Board or the Superintendent, has reviewed the prior suspension and determines that the suspension was illegal or improperly given.

INTERVIEW OF STUDENTS

When a law enforcement officer or employee of the Child Protective Services Unit of the Social Services Department calls at the school, whether to question a student or to serve a court order or arrest warrant, the principal shall lend his or her full cooperation.

1. Criminal Investigations

Should a law enforcement officer wish to interrogate a non-adult student during an investigation of possible criminal activity by the student, the student must be asked if he/she wishes for a parent, or his/her attorney to be present. If he/she does not, the school officials must make a good faith effort to contact the student's parents or guardian prior to the beginning of the interrogation and it is mandatory that the principal or his/her representative be present as an observer. However, the interrogation must be conducted by the officer and not by the principal or representative.

2. Student Interviews

Except in Child Protective Services cases, should a law enforcement officer wish to speak with a non-adult student about matters which do not involve possible criminal activity by the student, the student should be asked if he or she wants a parent or attorney to be present. If he or she does not, the principal or his representative should be present as an observer.

3. Child Protective Services Investigators

Because of the sensitive nature of Child Protective Services cases, Child Protective Services Unit employees and law enforcement officers investigating Child Protective Services cases are permitted by state law to interview students outside the presence of school personnel, parents, or attorneys, Virginia Code Section 63.1-248.10. School officials are expected to cooperate fully in maintaining strict confidentiality in Child Protective Services investigations. School officials should adhere to requests of Child Protective Services officers as to whether or not parents are to be informed of Protective Services investigations.

PHYSICAL RESTRAINT AND/OR ISOLATION

Scott County Public Schools ensures that children are treated with respect, dignity, and special care. Scott County Public Schools makes every effort to ensure that the learning environment is safe for all students and staff. When there is a need to manage aggressive or violent behavior of students in emergency situations in the school setting, there will be a balance between maintaining an effective and safe learning environment for children and school staff and safeguarding the rights and protections of students and staff. Least restrictive environment is looked at first when dealing with student behaviors, and unreasonable use of physical restraint, seclusion, and any other intervention methods that may not be the least restrictive intervention is prohibited unless there is a danger to self or others, or unless stated in the IEP of a student with disabilities. Scott County Public Schools ensures that any behavior management techniques are used appropriately. Where

possible, less restrictive measures will be used initially, and no intervention will remove a student from the learning environment for unreasonable or unnecessary periods. Positive behavior techniques/interventions will be tried first if at all possible. Restraint and seclusion will only be used by staff who have been trained in the proper use of these procedures. When behaviors are brought under control, the student will return to the learning environment as soon as possible.

Scott County Public Schools uses the Handle With Care Behavior Management System. There are 3 standards by which a person/teacher can intervene physically. The first is protection of self and others. The second is a part of a behavioral management or treatment plan that is done in accordance of what is in the best interest of the child based on the professional judgment of a qualified person. The third is specific to schools and educators who are placed in the role of custodian of the children and have responsibility to care for, protect and educate students. Scott County Public Schools is responsible for creating and maintaining an environment that is safe, orderly and conducive to learning.

Scott County Public Schools' primary goal is that students learn in a safe environment. Physical restraint and seclusion are only used in emergency situations, when other less intrusive alternatives have failed. Corporal Punishment is expressly prohibited by the Code of Virginia and will not be used in Scott County Public Schools. Briefly holding a student in order to calm or comfort the student, or holding a student's hand or arm to escort a student safely from one area or another is not considered restraint. Time-out is not considered isolation if the student needs to be removed from the immediate environment to a different, open location in order to calm down.

Procedures for Restraint and/or Isolation

A. Other means of discipline will be tried first.

1. Physical Restraint or Isolation may be used in a crisis situation when a student becomes a danger to self or others or when the learning of others has reached a crisis situation and other interventions have not been successful, such as:
 - Modifying curriculum and instruction
 - Modify task length
 - Intersperse assignments with activities
 - Allow flexible seating positions (e.g., stand, sit on knees)
 - Move to a quiet area
 - Play music
 - Distract with another activity
 - Relaxation strategies
 - Social Stories
 - Computer Time
 - Token Economy
2. Physical restraint may be necessary to move the individual to a secluded area and to maintain the individual in seclusion until the threat of physical harm has been eliminated. Once physical restraint is used, a documented debriefing by appropriate staff including staff involved in the restraint must occur. The purpose of the debriefing is to review the incident and take any necessary actions to reduce the chances that such an incident will reoccur. A copy of the restraint and debriefing will be sent to the parent(s)/guardian of the student and to the Director of Special Education.
3. Isolation may include isolation from other students within the room. If behaviors are bizarre or threatening harm to self or others. An adult will be assigned to monitor the student while in isolation from other students. The adult may be in the same room as the student. If behaviors cannot be brought under control in 20 minutes, the parent(s) of the student will be called to take the student home for a cooling off period before returning to school.
4. If the parent(s) cannot be contacted, the child may either be transported to mental health or a mental health worker may be called to the school. If necessary, the police may be contacted to assist in transportation of the student. If the student does not calm down within a 20-minute time period or if the administrator in charge feels that the student is so out-of-control that he/she is a danger to self or others, then transportation to a mental health facility or contact of the police may be necessary.

B. Documentation

- A. The incident will be documented, the parent(s) contacted (within 24 hours), and the report kept in the student's disciplinary file. If the child is a student with a disability, a copy of the Incident Report will be sent to the Supervisor of Special Education/504. If the student is injured in the process of physical restraint or isolation, an accident report shall be filed with the central office.
- B. A copy of the report will be sent to the parent, which will include:
 - (1) Date
 - (2) Time
 - (3) Location
 - (4) Length of physical restraint or isolation
 - (5) A description of the incident and justification statement
 - (6) Persons involved
 - (7) Any other relevant details
 - (8) An explanation of why less intrusive interventions were deemed inappropriate or inadequate
- C. A debriefing about why the procedures were necessary and how they could possibly be avoided in the future must be held. The debriefing shall include the teacher, an administrator, Behavior Specialist and/or guidance counselor. Documentation will be kept pertaining to the outcome of the meeting. If the incident involved a student with a disability, an IEP meeting may need to be called to address other techniques to be tried with the child.
- D. If the student continues to be a danger to self or others, a meeting will be called with the parent(s) to discuss a behavior assessment and intervention plan that may include a formal plan for physical restraint and/or isolation strategies.
- E. If the student is a student with disabilities, the IEP will include behavior intervention strategies as agreed to by the IEP group, implementation procedures (e.g. de-escalation of problematic behaviors and related safety considerations), and appropriate replacement behaviors taught to the child.
- F. If the parent(s) disagree with the physical restraint or isolation of their child, the parent(s) may file a complaint in writing and request an appeal to the Director of Personnel within 7 days of the incident.
- G. The discipline committee will convene within 30 calendar days from receipt of the appeal request for the hearing. The committee will have an additional 10 calendar days to present their findings in writing to the parents.

PARENTAL RESPONSIBILITY AND INVOLVEMENT REQUIREMENTS

- A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. A School Board shall provide opportunities for parental and community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each School Board shall, simultaneously with any other materials customarily distributed at that time,

send to the parents of each enrolled student (i) a notice of the requirements of this section and (ii) a copy of the School Board's standards of student conduct. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions. **Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the School Board's standards of student conduct and the notice of the requirements of this section.** Each school shall maintain records of such signed statements.

- D. The school principal may request the student's parents to meet with the principal or his designee to review the School Board's standards of student conduct and the parent's responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and education progress.
- E. In accordance with section 22.1-277 and the guidelines required by section 22.1-278, the school principal may notify the parents of any student who violates a School Board Policy when such violation could result in the student's suspension, whether or not the school administration has imposed such disciplinary action. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior; and (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials.
- F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.
- G. Upon the failure of a parent to comply with the provisions of this section, the School Board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior, as follows:
 - 1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and education progress, it may order the parent to so meet; or
 - 2. If the court finds that the parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order (i) the student or his parent to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior or (ii) the student or his parent to be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.
- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision 3 of subsection G. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

SEARCH AND SEIZURE

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student. Student desks and lockers are the property of the school, and may be used for the storage of permitted student belongings only. School officials retain locker combinations and reserve the right to search desks and lockers as well as to open lockers at any time for repairs. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials. A random, systemic, non-selective search of student classrooms, desks, lockers or automobiles may be conducted by school officials in accordance with a pre-determined search formula. Students are responsible for the content of their assigned locker at all times. The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by the school's responsibility to protect the health, safety, and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials should be notified.

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

PERSONAL SEARCHES

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

All individual searches of students must be based on reasonable suspicion. In order to be permissible, the search must be: (1) justified at its inception and (2) reasonably related in scope to the circumstances justifying the search. An individual search is justified at its inception when a school official has reasonable grounds, based on the totality of the known circumstances, for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. A search is reasonable in scope when it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

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

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

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

LOCKER SEARCHES

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

AUTOMOBILE SEARCHES

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

COMPUTER SEARCHES

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

CONSENT SEARCHES

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

SEIZURE OF ILLEGAL MATERIALS

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

STUDENT SUSPENSION/EXPULSION

I. DEFINITIONS

As used in this Policy,

"Alternative education program" shall include night school, adult education or another education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

"Destructive device" means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in Va. Code § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device described herein and from which a destructive device may be readily assembled. "Destructive device" does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique firearm as defined in Va. Code § 18.2-308.2:2.

"Disruptive behavior" means a violation of school board policies or the Standards of Student Conduct issued by the superintendent pursuant to Policy JFC Student Conduct that interrupts or obstructs the learning environment.

"Exclusion" means a Virginia school board's denial of school admission to a student who has been expelled or has been placed on a long-term suspension of more than thirty calendar days by another school board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.

"Expulsion" means any disciplinary action imposed by a school board or a committee thereof, as provided in school board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

"Firearm" means (1) any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material; (2) the frame or receiver of any such weapon; or (3) any unloaded firearm in a closed container. "Firearm" does not include any pneumatic gun as defined in this Policy.

"Long-term suspension" means any disciplinary action whereby a student is not permitted to attend school for more 11 to 45 school days.

"One year" means 365 calendar days as required in federal regulations.

"Pneumatic gun" means any implement, designed as a gun, that will expel a BB or a pellet by action of pneumatic pressure. "Pneumatic gun" includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

"School Board Disciplinary Committee or Disciplinary Committee" means a committee composed of at least three members of the BLANK School Board.

"School property" means any real property owned or leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board.

"Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days.

In Sections III, IV, VI, and VIII of this Policy, "superintendent's designee" means a 1) trained hearing officer or 2) professional employee in the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.

II. SUSPENSIONS AND EXPULSIONS OF STUDENTS GENERALLY

Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.

Except as provided in subsection C of Va. Code § 22.1-277 or Va. Code §§ 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for

an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance.

The authority of teachers to remove students from their classes in certain instances of disruptive behavior shall not be interpreted to affect the operation of this Policy.

The superintendent is responsible for creating procedures to ensure that suspended students are able to access and complete graded work during and after the suspension.

III. SHORT-TERM SUSPENSIONS

A pupil may be suspended for not more than ten school days by either the school principal, any assistant principal, or, in their absence, any teacher. The principal, assistant principal or teacher may suspend the pupil after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred. In the case of any pupil whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the pupil may be removed from school immediately and the notice, explanation of facts and opportunity to present his version shall be given as soon as is practical thereafter.

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

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

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

IV. LONG-TERM SUSPENSION

A pupil may be suspended from attendance at school for 11 to 45 school days after written notice is provided to the pupil and the pupil's parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board Disciplinary Committee. The Disciplinary Committee may confirm or disapprove the suspension. If the Disciplinary Committee's decision is not unanimous, the pupil or the pupil's parent may appeal the Disciplinary Committee's decision to the full School Board. Such appeal shall be decided by the School Board within thirty days.

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

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

Nothing herein shall be construed to prohibit the School Board from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

V. EXPULSION

A. Generally

Pupils may be expelled from attendance at school after written notice to the pupil and the pupil's parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board Disciplinary Committee.

The School Board Disciplinary Committee may confirm or disapprove the expulsion of a student. If the Committee's decision is not unanimous, the pupil or the pupil's parent may appeal the Committee's decision to the full School Board. Such appeal is decided by the School Board within 30 days.

The Committee confirms or disapproves of proposed expulsions regardless of whether the pupil has exercised the right to a hearing.

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

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

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

B. Conduct Giving Rise to Expulsion

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

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;

- the appropriateness and availability of an alternative education placement or program;
- the student's age and grade level;
- the results of any mental health, substance abuse or special education assessments;
- the student's attendance and academic records; and
- other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection precludes the School Board from considering any of the factors listed above as "special circumstances" for purposes of expulsions discussed in the following subsections.

Firearms, Destructive Devices and Pneumatic Guns

The School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this Policy, a firearm muffler or firearm silencer, or a pneumatic gun as defined in this Policy on school property or at a school-sponsored activity. A school administrator or the School Board may, however, determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board authorizes the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, *mutatis mutandis*, to the provisions of this Policy. The provisions of this section do not apply to students who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted to use school premises.

Drug Offenses

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

C. Procedure for School Board Disciplinary Committee Hearing

The procedure for the Disciplinary Committee hearing is as follows:

- The Disciplinary Committee determines the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing is private unless otherwise specified by the Disciplinary Committee.
- The Disciplinary Committee may ask for opening statements from the principal or principal's representative and the student or student's parent(s) (or their representative) and, at the discretion of the Disciplinary Committee, may allow closing statements.
- The parties then present their evidence. Because the principal has the ultimate burden of proof, he presents his evidence first. Witnesses may be questioned by the Disciplinary Committee members and by the parties (or their representative). The Disciplinary Committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination provided, however, that the Disciplinary Committee may take the testimony of student witnesses outside the presence of the student, the student's parent(s) and their representative if the Disciplinary Committee determines, in its discretion, that such action is necessary to protect the student witness.
- The parties shall produce such additional evidence as the Disciplinary Committee may deem necessary. The Disciplinary Committee is the judge of the relevancy and materiality of the evidence.
- Exhibits offered by the parties may be received in evidence by the Disciplinary Committee and, when so received, are marked and made part of the record.
- The Disciplinary Committee may, by majority vote, uphold, reject or alter the recommendations.
- The Disciplinary Committee transmits its decision, including the reasons therefor, to the student, the student's parent(s), the principal and superintendent.

Following the decision of the Disciplinary Committee or upon expiration of the appeal period, the student's parent(s) or guardian is provided with written notice which includes the following:

- the terms or conditions of re-admission, if any;
- the duration of expulsion;
- a statement declaring whether the student is eligible to return to school or attend an appropriate alternative education program approved by the School Board or an adult education program offered by the division during or after the expulsion. If neither option applies, a statement that the student may petition the School Board for readmission after one calendar year from the date of his expulsion; and
- the availability of community-based educational, training and intervention programs.

The student or student's parent(s) may appeal the Disciplinary Committee's decision to the full School Board only if the decision of the Disciplinary Committee is not unanimous. Otherwise the decision of the Disciplinary Committee is final.

The appeal to the full School Board must be in writing and must be filed with the superintendent within thirty (30) calendar days of the Committee's decision. Failure to file a written appeal within the specified time constitutes a waiver of the right to an appeal. The full School Board decides the appeal upon the record of the case within thirty (30) calendar days of the request for an appeal and communicates its decision in writing to the student and the student's parent, guardian or other person having control or charge of the student. Such written notice includes any changes in: (1) the duration of the suspension or expulsion; (2) the availability of community-based educational, training, and intervention programs; and/or (3) eligibility to return to school or attend an alternative education program. No statements, witnesses or evidence may be presented at this appeal unless specifically requested by the Chair of the Board.

VI. ALTERNATIVE EDUCATION PROGRAM

The School Board may require any student who has been

- charged with an offense relating to the laws of Virginia, or with a violation of School Board policies, on weapons, alcohol, or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the superintendent pursuant to Va. Code § 16.1-260.G;

- found guilty or not innocent of an offense relating to Virginia's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent pursuant to Va. Code § 16.1-260.G.;
- found to have committed a serious offense or repeated offenses in violation of School Board policies;
- suspended pursuant to Va. Code § 22.1-277.05; or
- expelled pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or subsection C of Va. Code § 22.1-277,

to attend an alternative education program.

The School Board may require such student to attend such programs regardless of where the conduct occurred.

The School Board may require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of School Board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

The School Board authorizes the superintendent or superintendent's designee to require students to attend an alternative education program consistent with the provisions of this section after (i) written notice to the student and the student's parent that the student will be required to attend an alternative education program and (ii) notice of the opportunity for the student or the student's parent to participate in a hearing to be conducted by the superintendent or the superintendent's designee regarding such placement. If the student or parent wants to participate in a hearing regarding the placement, the student or parent must notify the superintendent or superintendent's designee within five (5) days of receiving the written notice of the student's assignment to the alternative education program. The decision of the superintendent or superintendent's designee regarding such alternative education placement is final unless altered by the Board upon written petition by the student or student's parent for a review of the record by the School Board. Such petition must be received by the superintendent or superintendent's designee within five (5) days after receiving written notice of the decision after the hearing.

A principal or principal's designee may impose a short-term suspension, pursuant to Va. Code § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code § 16.1-260.G, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

As used in this section, "charged" means that a petition or warrant has been filed or is pending against a pupil.

VII. REPORTING

A. Except as may otherwise be required by federal law, regulation, or jurisprudence, reports are made to the superintendent and to the principal or principal's designee on all incidents involving

- (1) the assault, or assault and battery, without bodily injury, of any person on a school bus, on school property or at a school-sponsored activity;
- (2) the assault and battery which results in a bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48, or stalking of any person as described by Va. Code § 18.2-60.3, on a school bus, on school property or at a school-sponsored activity;
- (3) any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
- (4) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
- (5) the illegal carrying of a firearm as defined in Va. Code § 22.1-277.07 onto school property;
- (6) any illegal conduct involving firebombs, explosive materials or devices or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property or at a school sponsored activity;
- (7) any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
- (8) the arrest of any student for an incident occurring on a school bus, on school property or at a school-sponsored activity, including the charge therefor and
- (9) any illegal possession of weapons, alcohol, drugs or tobacco products.

B. The superintendent and the principal or principal's designee may receive reports made by local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act, Va. Code § 54.1-3400 et seq., and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in the clauses (1) through (8) of subsection VII.A. of this Policy, and whether the student is released to the custody of the student's parent or, if 18 years of age or more, is released on bond. A superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260 reports such information to the principal of the school in which the juvenile is enrolled.

C. The principal or principal's designee submits a report of all incidents required to be reported pursuant to subsection VII.A.(1-8) of this Policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education.

In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection VII.B. of this Policy.

D. The principal or principal's designee also notifies the parent of any student involved in an incident required by this subsection to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information concerning other students.

E. Whenever any student commits any reportable incident as set forth in this subsection, such student shall be required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee.

F. Except as may otherwise be required by federal law, regulation, or jurisprudence, a principal immediately reports to the local law-enforcement agency any act enumerated in clauses (2) through (7) of subsection VII.A. of this Policy that may constitute a felony offense and may report to the local law enforcement agency any incident described in clause (1) of subsection VII.A. of this Policy.

In addition, except as may be prohibited by federal law, regulation, or jurisprudence, the principal also immediately reports any act enumerated in clauses (2) through (5) of subsection VII.A of this Policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act.

Further, the principal reports whether the incident has been reported to local law enforcement pursuant to this subsection and if the incident is so reported, that the parents may contact local law enforcement for further information, if they so desire.

- G. For purposes of this section, “parent” or “parents” means any parent, guardian or other person having control or charge of a child.

VIII. RE-ADMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS

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

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

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

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

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

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

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

IX. DISCIPLINING STUDENTS WITH DISABILITIES

Students with disabilities are disciplined in accordance with Policy JGDA Disciplining Students with Disabilities.

WEAPONS IN SCHOOL

I. Generally

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

Such weapons include, but are not limited to:

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

II. Expulsion for Possession of Firearms

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

III. Students with Disabilities

- A. Students with disabilities are subject to this policy and may be disciplined to the same extent as a nondisabled student provided the manifestation review committee determines that the violation was not a manifestation of the student’s disability (**Refer to Disciplining Students with Disabilities in this manual**). The provisions of Policy JGDA will be followed in addition to the regular disciplinary procedures.

B. Additional authority to remove a student with a disability from school for a weapons violation.

1. In addition to the authority granted in subsection A above, a student with a disability may also be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.
2. For purposes of this forty-five (45) school day removal, the weapon must meet the following definition:

“a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.”

Acceptable Use Policy for Electronic Information, Services, and Networks Agreement

Each employee must sign this Agreement as a condition for using the School Division's computer system. Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system. Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation GAB/IIBEA (beginning on page 21 of this code book), **Acceptable Use Policy for Electronic Information, Services, and Networks**. If you have any questions about this policy or Regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's **Acceptable Use Policy for Electronic Information, Services, and Networks**. I understand that the School Division may access and monitor my use of the computer system, including my use of the Internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Name _____
(Please Print)

Student/Employee Signature _____

Date _____

I have read this Agreement and Policy and Regulation GAB/IIBEA. I understand that access to the computer system is intended for educational purposes and the Scott County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student. I grant permission for my student to use the computer system and for the School Division to issue an account for my student.

Parent/Guardian Name _____
(Please Print)

Parent/Guardian Signature _____

Date _____

NONDISCRIMINATION POLICY

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POLÍTICA DE NO DISCRIMINACIÓN

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LETTER TO PARENTS:**Acceptable Use Policy for Electronic Information, Services, and Networks**

Dear Parent/Guardian:

The Scott County School Board offers your child the use of electronic communications through the Scott County School Division's computer system.

Your child will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

Part of the School Division's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. The Internet will likely be one of these tools. Through the Division's computer system your child will have access to databases, libraries and computer services from all over the world. We accept the responsibility of teaching your child about his/her role as a "network" citizen and the code of ethics involved with this new community.

With this educational opportunity also comes responsibility on the part of your child. It is important that you and your child read the enclosed Division policy, administrative regulation and agreement form and discuss these requirements. The Division takes precautions to prevent access to inappropriate material. However, it is impossible to control access to all material and a user may access inappropriate material.

In order for your child to take advantage of this educational opportunity, your authorization is needed. Following this letter is the **Acceptable Use Policy for Electronic Information, Services, and Networks** (GAB/IIBEA) **Agreement** which both you and your child must sign before your child may use the computer system. Please review these materials carefully with your child before signing the required agreement.

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MEDICAL REQUEST FOR HOMEBOUND

**Scott County Public Schools
340 East Jackson St.
Gate City, Virginia 24251
276-386-6118
FAX 276-386-2684**

Student Name: _____ Date of Birth: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Reason requesting for Homebound Services: _____

Student with Disability: _____ YES _____ NO

If the student has a disability and is enrolled in special education, please explain the placement:

Student with Disability - Case Manager: _____

Parent/Guardian/Adult Student (Printed Name): _____

Parent/Guardian/Adult Student Signature: _____

School: _____ Grade: _____

Homeroom Teacher: _____

Subjects 1st Semester:

Teacher:

Subjects 2nd Semester (As appropriate):

Teacher:

HOMEBOUND INSTRUCTION
(Continued)
To Be Completed by the Parent/Guardian/Adult Student

Name of Parent/Guardian/Adult Student: _____

Name of Eligible Student: _____ Home Phone: _____

Work Phone: _____ Cell Phone: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Acknowledgement/Release: I acknowledge this request and agree with the need for homebound services. I further acknowledge that the requested homebound services for students receiving special education services shall be subject to review by the student's IEP team pursuant to the Individuals with Disabilities Education Act. I will provide an environment conducive to learning, ensure that a responsible adult is in the home for the duration of instruction, or provide transportation to another agreed upon facility. I will keep appointments with the homebound teacher or contact the teacher or homebound coordinator if an appointment must be missed.

I understand that the local school division has established policies and procedures for homebound instruction that provide more detail than this certificate of need.

By my signature, I authorize the release and exchange of medical information between the health care provided, or his/her designee, and school division personnel. My signature provides the health care provider(s) with the authorization necessary to disclose protected health information and records regarding said student as it pertains to the condition for which homebound instructional services are being requested.

Please Note: This form, including parental permission to contact the treating physician or psychologist, must be fully completed in order for the student to be considered for homebound services. If you have a concern about homebound services or the homebound instructor, questions about homebound services, or completing this form, please contact: Supervisor of Homebound Instruction at the Scott County School Board Office (276-386-6118).

Signature of Parent/Guardian or Eligible Student

Date

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HOMEBOUND INSTRUCTION MEDICAL CERTIFICATION OF NEED

To be Completed by Licensed Physician or Licensed Clinical Psychologist Providing Care to the Student for the Condition for Which Services are Requested.

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance (8VAC20-131-180). The term "confined at home or in a health care facility" means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and, absences from home are infrequent, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction may not work or participate in extra-curricular activities, non-academic activities (such as field trips), or community activities unless these activities are specifically outlined in the students medical plan of care or Individualized Education Program (if applicable).

1. Name of Student: _____

2. Name of School: _____ Grade: _____

3. Nature and Extent of illness: _____

Date of examination or diagnosis of this illness: _____

4. Is the student confined at home or in a health care facility? _____ Yes _____ NO

5. Is the illness/treatment intermittent in nature (e.g., sickle cell anemia, chemotherapy for childhood cancer)? _____ YES _____ NO

6. Could this child attend school if accommodations are made by the school? _____ YES _____ NO

If yes, please list the accommodations required. If no, please explain _____

Estimated date of return to school: _____

7. Explain ongoing treatment and/or therapy being provided: _____

8. Frequency of treatment: _____

Signature of Licensed Physician or Clinical Psychologist

Date

Print Physician/Psychologist Name

Telephone Number

Office Address

City

State

Zip Code

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☐ I hereby give my consent and authorize Scott County Public Schools to receive the following information:

YES	NO		YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Evaluations (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	Referral
<input type="checkbox"/>	<input type="checkbox"/>	Progress Reports	<input type="checkbox"/>	<input type="checkbox"/>	Psychological
<input type="checkbox"/>	<input type="checkbox"/>	Psychiatric	<input type="checkbox"/>	<input type="checkbox"/>	Behavioral Health
<input type="checkbox"/>	<input type="checkbox"/>	History (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	Educational
<input type="checkbox"/>	<input type="checkbox"/>	School Records/Reports (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	Identification
<input type="checkbox"/>	<input type="checkbox"/>	Diagnosis or Principal Complaint	<input type="checkbox"/>	<input type="checkbox"/>	IEP/Eligibility
<input type="checkbox"/>	<input type="checkbox"/>	Admission, Discharge & Tx Summary	<input type="checkbox"/>	<input type="checkbox"/>	Medical/Vision/Hearing
<input type="checkbox"/>	<input type="checkbox"/>	Alcohol & Drug Abuse Treatment Information	<input type="checkbox"/>	<input type="checkbox"/>	Psychosocial Information

<input type="checkbox"/>	<input type="checkbox"/>	Coordination of services
<input type="checkbox"/>	<input type="checkbox"/>	Evaluation/Assessment
<input type="checkbox"/>	<input type="checkbox"/>	Eligibility
<input type="checkbox"/>	<input type="checkbox"/>	IEP Development
<input type="checkbox"/>	<input type="checkbox"/>	Other

I understand that this consent is subject to revocation by me at any time, and unless an earlier date is specified, this release will expire 12 months after the date specified below. If less than 12 months, the alternate expiration date is _____ (either N/A or date). As the person signing this consent, I understand that I am giving my permission to the above named provider or other named third party for disclosure of confidential health care records. I also understand that I have the right to revoke in writing to the person who is in possession of my records except to the extent that action has been taken in reliance thereon. A copy of this consent will accompany any disclosure, and a notation concerning the persons or agencies to whom disclosure was made shall be included with my original records. I may also request to inspect or copy the information to be used or disclosed. The person who receives the records to which this consent pertains may not redisclose them to anyone else without my separate written consent unless such recipient is a provider who makes a disclosure permitted by law.

I understand that I have the right to refuse to sign this Authorization for Disclosure of Professional Information and have been informed that by refusing to allow communication between treating physicians/clinicians is counter-productive and potentially dangerous.

Patient/Client Signature (16 years & older)		Date Signed
Guardian or Legally Authorized Representative	Relationship to Patient/Client	Date Signed

Prohibition on Redisclosure: This information has been disclosed to you from records protected by Federal confidentiality rules and meets both the FERPA (Educational Records) and HIPAA (Medical Records) guidelines.

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HOMELESS CHILDREN AND YOUTH

In compliance with the Federal mandates of the Stewart B. McKinney Homeless Assistance Act in conjunction with Virginia's House Joint Resolution 181, Scott County Public Schools is required to identify "Homeless Children and Youth."

Definitions are as follows:

Homeless Children – A homeless individual is one who lacks a fixed, regular and adequate nighttime residence, including but not limited to (McKinney-Vento Definition):

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- a primary nighttime residence that is not usually used for sleeping

Child and Youth – Persons who, if they were children of residents of the State, would be entitled to a free public education.

If a family lives in any of the following situations:

- In an emergency shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations, or
- sharing housing due to loss of housing

Then their preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

Children have the right to:

- Go to school, no matter where they live or how long they have lived there. They must be given access to the same public education, including preschool education, provided to other children.
- Continue in the school they attended before they became homeless or the school they last attended, if that is their choice and is feasible. If a school sends a child to a school other than the one requested, the school must provide a written explanation and offer the person the right to appeal the decision.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school.

When a homeless family moves, they should do the following:

- Contact the school district's local liaison for homeless education (see phone number below) for help in enrolling their child in a new school or arranging for the child to continue in his or her former school. (Someone at a shelter, social services office, or the school can direct the parent or guardian to the person they need to contact.)
- Contact the school and provide any information they think will assist the teachers in helping the child adjust to new circumstances.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

LOCAL AREA CONTACT:

Brenda Robinette, Supervisor of Special Education, 340 E. Jackson St., Gate City, VA 24251, Phone 276-386-6118

If you need further assistance, call the National Center for Homeless Education at the toll-free Helpline number: 1-800-308-2145.
Cualquier persona que necesita la información educacional debe llamar este número 386-6118.

If you know of anyone who may be homeless, please provide the following information to the School Social Worker or return to the nearest local school.

Name of Homeless Student: _____ Date: _____

School of Attendance (NAME): _____ Elem., Middle Sch., High Sch. (circle one)

Parent/Guardian(s) Name: _____

Person Making Referral: _____ Phone: _____

Explain Your Reason for Suspecting that this Student is homeless: _____

If there are other children, please give their names and school: _____

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SCOTT COUNTY PUBLIC SCHOOLS
INCIDENT REPORT (10-day Rule)

Complete the following, if in special education beginning on the 11th day of removal, and for each out-of-school suspension thereafter. Notice must be provided to parent with a copy of Procedural Safeguards (PS).

Student: _____ School: _____ DOB: _____
 Grade: _____ Disability: _____
 Parent/Guardian: _____ Address: _____
 Date of Incident: _____ Description of Incident: _____

 Standards Violated: _____
 Student's Version of Incident: _____

 Recommended Disciplinary Action: _____

The school must consider on a case by case basis the following factors: the length of each removal, total amount of time the child is removed, the proximity of the removals to one another, the behavior(s) which result in the removal.

Factors Reviewed:

_____ Discipline Records _____ IEP _____ Other Educational Records _____ BIP

_____ Total number of previous suspensions. Persons consulted - circle all that apply: guidance, special education teacher, regular classroom teacher, parent, other (identify: _____).

What considerations were provided in order for the student to stay current with classes during removal? _____

Is there a pattern, consider length of removal, total amount of time the student was removed, proximity of removals, reasons for removals, other factors.

FBA/BIP: _____ Yes _____ No

If so, identify the pattern: _____

If Removal Does Not Constitute a Change in Placement: Beginning on the 11th day of removal, the school administrator must consult with the special education teacher to determine the services provided. Any of the following educational services may be provided to enable the child to continue to appropriately progress in the general curriculum and appropriately progress toward achieving the goals set out in the IEP:

- _____ Assignments provided to student for completion in alternative setting.
- _____ Student allowed to make-up assignments upon return to school.
- _____ Other, please identify: _____

A long-term removal constitutes a change in placement when there are more than 10 consecutive school days or cumulative school days which constitute a pattern. School personnel may place a student with a disability in an interim alternative educational setting for 45 school days for situations involving weapons, drugs, and/or serious bodily harm.

If removal constitutes a change of placement or if there is a pattern: Within 10 business days of removing the child for 11 school days or more in a given school year, provide notice and convene an IEP meeting/Causal Hearing - Manifestation Review. **Prior Written notice must be provided to the parent(s) to one of the below proposals.** (Check the one that applies.)

_____ A Behavior Assessment will be completed if there is a pattern of behavior or if it was determined at the Causal Hearing that the behavior was a manifestation of the student's disability (If one does not already exist.)

_____ A review of the existing Behavior Intervention Plan will be conducted (If one exists) to determine if modifications or revisions are necessary. If so, the IEP must be revised and implemented. **Obtain informed consent from parents if the functional behavioral assessment plan calls for assessments beyond reviewing existing information.** A revised IEP must be implemented through an addendum with the behavior interventions.

The IEP Team determines the services needed and identifies how the student will continue to participate in the general curriculum for the student during long-term removals.

_____	_____
Special Education Teacher	Date
_____	_____
Principal/Assistant Principal	Date
_____	_____
Other	Date

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REPORT OF DISCRIMINATION/HARASSMENTCOMPLAINT FORM

The Title IX Coordinator and/or designee investigate complaints by faculty, staff, and/or students who believe themselves to be harmed by sexual harassment or discrimination.

Name of Person Filing the Complaint (check one): ☐ Faculty ☐ Staff ☐ Student ☐ Parent of Minor Student

For Students, School Attending: _____

For Employees, Position and Department or School: _____

Address and E-Mail Address: _____

Home Phone: _____ Cell Phone: _____

Have you brought this matter to the attention of any other person in the school system? If so, please list the name(s) of all other persons with whom you have discussed this matter. _____

Scott County Public Schools' Policies and Procedures prohibit discrimination on the basis of race, color, national origin, sex, disability, age or retaliation. Please indicate the basis of your complaint. (check all that apply)

☐ Bullying (specify)

☐ Cyber Bullying (specify) Gender Discrimination

☐ Gender Inequity

☐ Sexual Misconduct

☐ Sexual Harassment

☐ Sexual Assault

☐ Stalking

☐ Rape

☐ Retaliation

☐ Relationship Violence

Please include the date of the alleged discrimination act. (date[s]) _____

Description of Complaint. Please summarize and attach additional pages describing your complaint if necessary.

Name of person(s) you believe committed the offense against you and how you have contact with them (e.g. supervisor, administrator, co-worker, teacher, staff, student).

Describe the corrective action you are seeking. Attach additional pages if necessary.

For retaliation complaints, please explain why you believe someone retaliated against you. Attach additional pages if necessary.

Witnesses

1. _____ Telephone _____
2. _____ Telephone _____
3. _____ Telephone _____

I certify the aforementioned is true and correct.

Signature: _____ Date: _____

Title IX Coordinator and/or designee

Complaint taken by:

Signature: _____ Date: _____

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Scott County Public Schools
Parent Notification Letter
Right to Request Information on Teacher Qualifications
As Required Under the *No Child Left Behind Act of 2001*

Date

Dear Parent,

On January 8, 2002, the *No Child Left Behind Act of 2001* (NCLB) was signed into law. Section 1111(h)(6)(A) states that as a parent of a student in [school name], receiving Title I funds, you have the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualification and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact your child's school either by phone or in writing.

Sincerely,

[Name]

[Title]

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SCOTT COUNTY PUBLIC SCHOOLS

Dear Parent or Guardian,

Your child's diet request for a milk substitution due to lactose intolerance cannot continue due to the change in USDA regulations.

The reason for the change:

USDA, the governing agency for the National Lunch Program, issued a rules change concerning milk substitutes (such as juice or water) for students with non-disabling conditions. The new regulations apply to students without disabilities. Lactose intolerance does not meet the definition of a disability in the USDA programs. The regulations recognizes the value contribution of milk to a child's diet and, therefore, does not allow a school to offer other beverages, such as a juice, to substitute for milk in the school menu programs.

The only milk substitutes allowed under this rule for students without disabilities are nondairy beverages that meet the established nutrient requirements. Nondairy beverages offered as fluid milk substitutes must be nutritionally equivalent to fluid milk, which means they must provide specific levels of calcium, protein, vitamins A and D, magnesium, phosphorus, potassium, riboflavin and vitamin B-12. Scott County Schools will not be offering nondairy milk substitutes.

What alternatives do I have to accommodate my child's needs for a fluid milk substitution due to lactose intolerance?

Our school system offers choices to students and you will see an increased availability of fruits and vegetables, including juice offered daily as a fruit/vegetable choice. Because our school participates in Offer vs. Serve, students can choose not to take milk with their meal as long as they have taken at least three other components of the meal such as meat, bread and fruit.

What if my child has a serious allergy to milk? What steps do I take to obtain a diet modification for my child?

If your child has a disability (such as an allergy to milk, which may result in anaphylaxis), a diet order from a physician is required. These orders from a physician, for the disabling conditions, must answer a series of questions in order to be implemented by the school.

The diet must:

- Identify the disability
- Explain why the disability restricts the child's diet
- Address the major life activity affected by the disability
- List the food or foods to be omitted from the child's diet and the food or choice of foods that must be substituted.

When a child has a disabling allergy to milk, diet order typically will include all potential sources of milk in the student's diet, not just fluid milk. (I.e. cheese and milk by-products such as casein/whey)

If you have any question or need further explanation regarding this letter, please contact me.

Jennifer B. Frazier
Food Service Director
Scott County Public Schools
(276) 386-6118

Non-discrimination Statement: In accordance with Federal law and U.S. Department of Agriculture Policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director Office of Civil Rights, 1400 Independence Avenue, SW Washington D.C. 20250-9410 or call (800) 795-3272 or (202) 720 6382(TTY), USDA is an equal opportunity provider and employer.

CONSENT FOR RELEASE OF STUDENT DATA/RECORDS

Student Name: _____ Date of Birth _____

Name of School _____ School ID # _____

Student Address _____

Home Telephone #: _____

Parent/Legal Guardian (1) Mobile Telephone # _____

Parent/Legal Guardian (2) Mobile Telephone # _____

I authorize the _____ Division to release to the individual or Agency identified below identifying educational/medical data and records (the "Records") of the student listed above. I understand that in addition to educational records and data, such Records may also contain health information pertaining to diagnosis and treatments, immunization records, suspensions/office referral data, attendance data, referrals to student service teams, as well as written communications with school staff related to mental health interventions.

Time Period During Which Release of Student/Data is Authorized:

From: Date that form is signed below.

Until: _____

Name of Authorized Individual or Agency

Name and Title _____

Agency Name (if applicable) _____

Address (1) _____

Address (2) _____

Email Address _____

Phone Number _____

Fax Number _____

Signature of Parent/Guardian _____

Name of Parent/Guardian _____

Relationship to Student _____

Date _____

Witness _____

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RESPONSIBILITY AND INVOLVEMENT OF PARENT REQUIREMENT

Code of Student Conduct

As a parent, I, _____, acknowledge that I have received a copy of the school system's Standards of Student Conduct and a copy of the Virginia Code Section 22.1-279.3

Your signature below indicates only acknowledgement of receipt of this material.

By signing this statement of receipt, parents are not deemed to have waived, but expressly reserve their rights protected by the constitutional laws of the United States and Virginia.

Student's Name _____

Parent's Name _____

Date _____

I have read this Student Handbook and Code of Conduct. *

Student's Signature: _____

Parent's Signature: _____

Date: _____

*Please sign and return this page to the school.

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KINSHIP CAREGIVER INFORMATION

Do you care *full-time* for a relative's child or one whom you're not related to, but have a significant personal relationship with?



If so, you're a kinship caregiver!

For kinship caregivers, Virginia has created a toll-free support services hotline that operates 24 hours a day, 365 days a year.

Call (888) 593-1972 to receive information and referrals for your family's needs, including:

- Housing
- Benefits (Medicaid, SNAP, TANF)
- Physical/dental health services
- Mental health services
- School information, etc.

You may also qualify for Kinship Navigator services

if your local department of social services is one of the following offices*: Arlington, Dickenson County, Bedford County, James City County, Virginia Beach, or Wythe County.

**eligibility based on family residence*

All local departments of social services provide benefit and support services to families, but some localities have additional Kinship Navigator services that include in-person information, referrals, education and advocacy support specifically for kinship caregivers.

The purpose of this program is to support kinship caregivers in:

- Meeting the child's needs
- Connecting with other kinship families
- Helping the child achieve permanency
- Navigating community systems (schools, courts, mental health, medical, etc.)

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