



SUFFOLK
PUBLIC SCHOOLS

Student Code of Conduct

2024-2025



#SPSCreatesAchievers

Student Behaviors and Administrative Responses

Fostering a Dynamic, Safe, and Nurturing Learning Environment

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STUDENT CODE OF CONDUCT

PURPOSE

Suffolk Public Schools...

- **Believes** in a fair and equitable approach to student discipline focused on promoting positive behaviors.
- **Committed** to ensuring that our schools are safe, orderly, and supportive environments in which teaching and learning takes place each day.
- **Encourages** appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur.
- **Creates** opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.

STUDENT RIGHTS

Each student is guaranteed all the rights and freedoms as are applicable and provided by the Constitution and general laws of the United States. Students may express their opinions so long as they do not interfere with the safe operation of the school and are not conflicting with the rights of others.

STUDENT RESPONSIBILITIES

Students are members of a learning community at each school and Suffolk Public Schools who have the responsibility to maintain an environment of mutual respect and dignity. Students are expected to work with staff and peers to protect the rights of others to live, study and learn in an environment free of discrimination and harassment.

This role supports a safe learning environment in the following ways:

- Demonstrate pride in self and school by arriving on time, dressing appropriately and being prepared to focus on your studies.
- Be respectful and courteous to fellow students, parents/guardians and school staff.
- Seek the most peaceful means of resolving conflict and obtain the assistance of a school staff member when unable to resolve conflicts.
- Follow school rules and policies, and contribute to a positive school climate by behaving appropriately, even when not specifically asked to do so.
- Recognize how your conduct affects other students and school staff and make every reasonable effort to restore relationships or correct any harm caused to others in the school community.
- Seek access to and complete make-up work when absent from school for any reason.

Student Rights & Responsibilities

Freedom of...	<i>Rights</i>	<i>Responsibilities</i>
Equal Educational Opportunities	Students have the right to a public education unimpaired because of gender, race, religion, national origin, pregnancy, disability, parenthood, marital status, or any reason not related to their individual capabilities.	Students are expected to work with staff and their peers to protect the rights of others to study and learn in a discrimination and harassment free environment.
School Environment	Students have the right to a safe and orderly environment while in schools, classrooms, or at school activities.	Students have the responsibility to ensure that their actions do not disrupt the school environment by exhibiting safe and orderly behavior. Students should avoid actions or activities, individually or in groups, which interfere with the right of any person to a public education.
Free Expression	Students are entitled to express their opinions both verbally and in writing <i>within boundaries of the law.</i>	Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, violate the law, or violate the requirements of the Code of Conduct.
Freedom of Religious Belief	Students have the right to their own religious beliefs.	Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.
Freedom of Assembly	Students may hold meetings at a time, place and in a manner which does not disrupt or disturb classroom instruction.	Students have the responsibility to secure approval for using school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the functions, and to ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.
Privacy	Students have the right to protection from unlawful search and seizures of their personal possession(s) or their persons.	Students have the responsibility not to endanger themselves, other students, school personnel, or the public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state, or local law, or the provisions of this Handbook.

PARENT/GUARDIAN AND COMMUNITY RESPONSIBILITIES

Parents/guardians and community members play an important role in establishing a positive school climate.

These individuals can help students and staff promote a safe and supportive school environment in the following ways:

- Read and be familiar with school policies, regulations and rules.
- Talk with your child about appropriate conduct at school.
- Be respectful and courteous to other students, fellow parents/guardians and school staff.
- Ensure that your child attends school regularly.
- Be involved in conferences and meetings that pertain to your child.
- Help your child access supportive groups or programs designed to improve his/her conduct, such as counseling, after-school programs, and mental health services available in the school and community.
- Promptly share any concerns with school officials and work with them to address any issues your child may be experiencing.

STAFF RESPONSIBILITIES

School staff members should take the initiative in developing positive, meaningful relationships with students.

When disruptive behavior does occur, school staff will apply consequences and interventions in a **progressive manner** which can include but is not limited to the following:

- Creating and promoting a positive, supportive, safe, and welcoming school environment that is conducive to teaching and learning
- Being respectful and courteous to students, parents/guardians, and other school staff
- Establishing clear expectations for behavior, take an instructional approach to discipline, and acknowledge positive and appropriate conduct by students
- Involving families, students and the community in fostering positive behavior and student engagement
- Ensuring that developmentally appropriate and proportional consequences are applied for misconduct as outlined in this Code of Conduct and promptly notifying parents/guardians
- Administering rules fairly and equitably, regardless of race, ethnicity, culture, gender, color, national origin, ancestry, religion, age, disability, sexual orientation and/or gender identity
- Removing students from the classroom only as a last resort and returning them to the classroom as soon as feasibly possible
- Making every effort to communicate with and respond to parents/guardians in a timely manner and in a way that is easily accessed and understood
- Providing students who are absent for any reason with missed assignments and allowing them to be completed for credit

ATTENDANCE

Truancy often leads to academic failure, dropping out of school, crime in the community, and many other problems. For those reasons, **Virginia law requires that school-age children attend school and it requires that parents make sure their children attend school.** The law also requires that the school file legal proceedings against every parent and child who fails to comply with Virginia’s compulsory attendance laws. In order to assist you in your parental and legal duties, and in order for us to comply with the laws, we are initiating a program and protocol to address truancy.

A phone call to parents for any absence will be sent via the automated calling system. Written notes explaining an absence must be received within five (5) days of an absence. Every absence is considered unexcused until a written explanation for the absence is received in writing. The student suffering an infectious or contagious disease, a serious illness, the severe illness of an immediate family member, the student’s exposure to a contagious disease, a death in the immediate family, fire or other serious damage to the home that requires the family to move and similar circumstances constitute excused absences.

If a student accumulates five (5) unexcused absences, you will be contacted and a parent and the student must attend a telephone, online, or in-person conference with the school’s Attendance Review Team to discuss the particular causes or issues surrounding your child’s absences. The conference will ordinarily include a teacher, the assistant principal, the school’s social worker. At the conference, with your input, we will formulate a truancy plan to enable and facilitate attendance.

Should these efforts fail and your child misses a total of seven (7) unexcused days, more serious steps will be taken: the child and you will either be referred to a Truancy Review Team and/or the school division will file legal proceedings against the child and/or you in the Juvenile and Domestic Relations Court. The legal proceedings may include a criminal warrant against the parent(s) and/or a “child in need of supervision” petition. It will remain our policy that any student who has more than 20 unexcused absences during a school year must repeat the year unless there are extraordinary circumstances.

Our goal is to provide all students with a quality education that enables them to compete and succeed in our increasingly competitive and challenging world.

Virtual Attendance

Students are expected to actively engage in remote daily instruction. Student attendance data will be collected through the “Teacher Access Center” and linked to the student information system (eSchoolPlus) for data reporting purposes.

The Virtual Attendance Violations Process

After three (3) consecutive school days of no communication from the student or parent/guardian, the student will be marked absent in “Teacher Access Center” on the fourth (4th) day unless there are extenuating documented circumstances communicated by the parent. The teacher is to continue marking the student absent until communication has been made with the student or guardian.

On the 4th day, the school will take the following steps:

1. The Homeroom Teacher will call, email, Canvas notification, or message parent/guardian and/or emergency contacts to determine what is hindering the student from attending Virtual SPS. The teacher will document his /her efforts on the Teacher Log.

2. If contact is unable to reach a student or guardian, the teacher will contact the school designee and notify him/her of the effort made. A school designee may be school counselors, academic coaches, math coaches, dean of students, assistant principal, graduation coach, testing coordinator, or activities director.
3. The school designee will make an effort to contact the parent/guardian and student.
4. If the school designee is unable to make contact with the parent/guardian or student, an administrator must contact the school social worker. The school social worker will make an effort to contact the parent/guardian or student.
5. If the school social worker is unable to make contact, the school administration needs to initiate a meeting (virtual or face-to-face) with the parent/guardian.
6. If the school administrator is unable to schedule a meeting with parent/guardian and the student has still not been actively engaged in virtual learning, he/she will contact Dave LeFevre, Coordinator of Student Services to report the student is truant from school.

If a parent confirms communication with the homeroom teacher or other designee, and the student fails to log in the next school day after that communication, the student will be marked absent until they log in or make communication with the teacher. Administration will follow up with parents/guardians and the next level step from above must be completed.

ATTENDANCE WAIVERS

An *Attendance Review Team*, appointed by the principal, has been established in each school. This Attendance Review Team will be responsible for reviewing the cases of students who have attendance problems and also provide assistance for attendance improvement prior to petitioning the court to intervene. Should students continue to miss school, the Attendance Review Team will also review the cases of students who are due to receive a failing grade for the year as a result of exceeding the maximum number of absences.

The Attendance Review Team may recommend to the Superintendent or his/her designee a waiver of this policy if such a waiver is warranted by the circumstances. The Superintendent or his/her designee may accept or reject the recommendation, ask for more information, and/or make a recommendation to the Board's Student Services Review Committee or to the SPS School Board.

Only by action of the Board can an exception be made. In cases where no waiver of the policy is granted, the student and his/her parents should be notified of the Board's action and of their right to appeal.

Waiver/Non-Waiver: If absences are to be considered for waiver, documentation of the absences must be submitted to the principal on the day the student returns to school or within a period not to exceed five (5) school days immediately thereafter. Any deviation from the criteria and guidelines must be documented by a written rationale.

GUIDELINES FOR STUDENT DRESS

POLICY

Section 9-11.8 Statement of School Board Policy:

Student attire impacts the teaching and learning environment. It can either promote a more effective educational environment or it can disrupt the educational climate and process. In order to ensure that our students' education is conducted in an environment where safety risks, disruptions, and distractions are minimized, all students enrolled in Suffolk Public Schools shall adhere to dress regulation promulgated by the School Superintendent. (Adopted March 8, 2012; Ordinance Number 11/12-15; Effective Date: July 1, 2012) **Legal Authority** – Virginia Code §221.78 (1950), as amended.

REGULATION

Section 6-9.2. An appropriate environment for learning required; appropriate dress required; prohibited clothing. — A. The School Board and Suffolk Public Schools Staff rely heavily on parents and students to support the division's policies. One of the fundamental purposes of school is to provide an appropriate environment for learning. A student will maintain personal attire and grooming standards that promote safety, health, and avoid unnecessary disruptions.

B. Suffolk Public Schools has established the following guidelines for student dress while in the classroom or participating in school-sponsored activities:

1. Shirts and blouses must include at least 3" width on shoulders, garments. Spaghetti straps, strapless tops, muscle shirts, off-shoulder shirts, and tank tops are not allowed. The appropriate length of skirts, dresses and shorts will be determined by the "fingertip rule." The length of skirts, dresses and shorts, must extend below the student's fingertips when the student's arms are extended at his/her sides. Only leggings, jeggings, and yoga pants that are opaque (i.e., not able to be seen through) are allowed. Rips and holes in clothing are prohibited.
2. Clothing must not reveal undergarments such as underwear and bras. This includes any article of clothing that does not cover the midriff, back, reveals cleavage, sags below the beltline, or is sheer.
3. Clothing and accessories may not advertise alcohol, tobacco, vaping, cannabis, or any illegal substances, depict lewd graphics, display offensive or obscene language, promote violence, or are gang related. Apparel that depict sexually suggestive expressions or actions, profanity, obscenity, drugs, alcohol, or tobacco, or which degrade the integrity of individual groups are prohibited. Slogans and graphics are prohibited across the buttocks.
4. Sunglasses may not be worn within the building, unless prescribed by a doctor for a legitimate reason. Wallet chains are not permitted.
5. Unless worn for religious or medical reasons, head coverings are not permitted. This includes hats, hoods, bandanas, combs, and picks. Headbands, headwraps and/or scarves as they relate to a student's customary country of origin, religious attire or ethnic affinity are allowed.
6. All shoes worn should not pose a safety concern. Slides, flip flops, and slippers are permitted. Sandals with a back strap are permitted.
7. Sleepwear may be worn only during designated school functions.
8. Clothing worn by a student must not cause a disruption and/or distract others from the educational process or pose a health or safety concern.

(Issued Date: March 18, 2012; Effective Date: July 1, 2012; Revised July 12, 2018; Revised January 13, 2022)

Legal Authority - School Board Policy §9-11.8.

POSITIVE STUDENT BEHAVIOR

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment conducive to academic and social growth. Schools will take a proactive approach to nurture socially acceptable behavior to help them become successful. Providing students with multiple opportunities for prosocial activities and positive adult relationships will mitigate negative behavior and consequences.

School personnel are responsible for developing and using strategies that promote learning and positive behaviors. They are also responsible for addressing behaviors that disrupt the learning environment. Strategies for changing inappropriate behaviors can include: conferencing, counseling, behavior checklists, behavior modeling, reward systems, restoring relationships, and behavior intervention plans. The use of such strategies will provide students with a clear sense of purpose and optimize academic and social-emotional growth for all students.

VIRTUAL LEARNING

Standards of conduct are just as important in our virtual (online) classroom environments as they are in our brick and mortar schools, and appropriate student behavior is expected. To ensure that all students and their families understand the behavioral expectations and norms for an online environment, Suffolk Public Schools' has developed the following *Code of Conduct for Virtual Learning* that all students will be expected to follow.

The Virtual Learning Code of Conduct addresses students' online interactions with Suffolk Public Schools faculty, staff, and other students, as well as students' individual actions. The virtual code of conduct is intended to complement, not replace, existing regulations and policies of the Suffolk School Board, including those related to acceptable use, social media, electronic communications, and data security.

The following expectations apply to all virtual learning platforms and synchronous (live) lesson environments.

1. Students are expected to use respectful language when speaking and when communicating through text and/or chat features. Students are not to use obscene, profane, threatening, and/or disrespectful language or images in any communication with faculty, staff, and/or other students.
2. All communication with other students must be course-related (or class-related) and must be polite, courteous, and respectful. The sending of unsolicited emails and/or messages to other classmates is prohibited.
3. Whenever possible, students should turn on their cameras while synchronous instruction is taking place. If/when this is not possible, a student self-photo, or "selfie," should be used, so that they are easily recognizable to others.
4. Students must use a self-photo, or "selfie," and video feed background that is appropriate for an educational environment. Faculty and administration reserve the right to determine if a profile picture and/or video feed background is inappropriate.
5. Students are expected to be dressed appropriately for all synchronous lessons. The Suffolk Public Schools' Student Dress Code shall apply to all virtual learning environments.
6. During synchronous instruction, students are encouraged to find a quiet space where they will not be distracted from learning.
7. Students are prohibited from sharing or posting videos (synchronous and/or asynchronous), pictures, or copies of either student-generated or teacher work on social media, gaming networks, or elsewhere online.
8. Students are prohibited from accessing the synchronous instruction for any class they are not scheduled to attend.

9. Teachers are not required to stream or record instruction for a student's routine illness or absence.
10. The integrity and authenticity of student work are taken seriously and may be checked using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, doing another student's (or your child's) work, and/or misusing content from the Internet is prohibited and could result in removal from the courses with a failing grade. Final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted.
11. Parents/guardians, as partners in supporting student learning, you are encouraged to ensure that your child's work is authentic and original, monitor your child's actions, ask any questions regarding plagiarism or cheating if you are unsure and report any suspicious activity

Security and safety are a high priority, especially when the system involves many online users. If you identify a security and/or safety problem in the district's devices and/or educational platform, notify your child's teachers or the building administrator.

Disciplinary Interventions and Actions

1. Students are subject to all local, state, and federal laws governing the Internet.
2. In the event there is a claim that a student has violated this policy, the student (and parents/guardians) will be notified of the suspected violation and given an opportunity to present an explanation.
3. Violations to the Student Code of Conduct regarding virtual learning will initiate the following procedure:
 - A. Upon the violation, the teacher will notify the building administrator.
 - B. The administrator will notify the student and parent/guardian of the violation.
 - C. Based on the violation, building administrators will determine what, if any, disciplinary action must be taken. If an investigation must occur, the student may be temporarily removed from the Suffolk Public Schools' virtual classes/courses until the investigation is complete and appropriate disciplinary action is taken.
4. Disciplinary interventions and actions will be aligned with Suffolk Public Schools' Code of Conduct, policies, and regulations of the Suffolk City School Board.

(Sources: Adapted from Suffolk Public Schools' Virtual Learning Platform, Virtual Learning of VDOE, and the Policies and Regulations of Suffolk Public Schools)

LEVELS OF INTERVENTIONS AND RESPONSES	
Level 1	<i>These interventions aim to teach and correct inappropriate behavior so students can learn and demonstrate safe and respectful behavior. Staff members are encouraged to try a variety of positive management strategies with graduated responses as needed.</i>
	Examples of Classroom Interventions and Responses
	<ul style="list-style-type: none"> • Establish positive relationships • Reminders and redirection • Loss of classroom privileges • Parent/guardian conference • Recognize/reward appropriate behavior • Verbal correction • Behavior chart/contract/plan • Written reflection or apology • Contact parent/guardian • Seat change with students • Student conference • Detention
Level 2	<i>These interventions involve the school administration and aim to correct behaviors by stressing the seriousness of the behavior while keeping the student in school.</i>
	Examples of Administrative Interventions and Responses
	<ul style="list-style-type: none"> • Student conference • Check-in/Check-out • Behavior chart/contract/plan • Parent/guardian contact • Loss of privilege • Restorative practice strategies • Restitution • Detention • Conflict resolution • Peer mediation • Mentoring • In-school Suspension (ISS) • Functional Behavior Assessment (FBA); Behavior Intervention Plan (BIP)
Level 3	<i>These interventions involve the short-term removal of a student from the school environment due to the severity or chronic nature of the behaviors; the suspension from school will not exceed ten (10) days.</i>
	Examples of Short-term Suspension Referral Responses
	<ul style="list-style-type: none"> • Restitution • Restorative practice strategies • Short-term Out-of-School Suspension (OSS) not to exceed ten (10) days • Functional Behavior Assessment (FBA); Behavior Intervention Plan (BIP) • Revision of IEP (students with disabilities) • Referral to community organizations • FOCUS Center • Small Group Counseling with School Counselor
Level 4	<i>These interventions involve the long-term removal of a student from the school environment due to the severity of the behavior. These interventions focus on protecting the safety of the school community and ending destructive/dangerous behavior.</i>
	Examples of Extended Suspension Referral Responses
	<ul style="list-style-type: none"> • Restorative practice strategies upon return from suspension • Referral to community organizations • Extended Out-of-School Suspension (OSS) of more than ten (10) days • Placement in an alternative educational setting • Expulsion • Report to law enforcement

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The *level of administrative response* will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category A: Behaviors that <u>impede the Academic Progress (BAP)</u> of the student or of other students	Grade Levels	1	2	3	4	Notify Police
Learning Interference- Inside Classroom	BAP1	Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	All	X	X	X		
Learning Interference- Outside Classroom	BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	All	X	X	X		
Scholastic Dishonesty	BAP3	Scholastic dishonest (cheating, plagiarism)						
Tardiness- Unexcused to Class	BAP4	Unexcused tardiness to class	All	X				
Tardiness- Unexcused to School	BAP5	Unexcused tardiness to school	All	X				

Code Name	SBAR Code	Category B: Behaviors Related to <u>School Operations (BSO)</u> interfere with the daily operation of school procedures	Grade Levels	1	2	3	4	Notify Police
Altering Document/Record	BSO1	Altering an official document or record	All	X	X			
False Information	BSO2	Giving false information, misrepresentation	All	X	X			
Defiance-Compliance to Request-School Operation	BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	All	X	X	X	X	
Defiance-Assigned Disciplinary Placement	BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	All	X	X	X		
Bring Unauthorized Person	BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	All	X	X	X	X	
Dress Code	BSO7	Dress Code Violation	All	X	X			
Gambling	BSO8	Gambling (games of chance for money or profit)	All	X	X	X		
Inappropriate Items- Toys, Literature, Electronics	BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics) <i>(Including Toy Weapons)</i>	All	X	X	X		
Theft-Possess Stolen Items	BSO10	Possession of Stolen Items	K-3	X	X	X	X	
			4-12			X	X	

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The *level of administrative response* will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category B: Behaviors Related to School Operations (BSO) interfere with the daily operation of school procedures	Grade Levels					Notify Police
				1	2	3	4	
Technology-Unauthorized Use	BSO11	Unauthorized use of school electronic or other equipment	All	X	X			
Technology-Acceptable Use	BSO12	Violation of the Acceptable Use of Technology/internet policy	All	X	X	X	X	
Communication Devices-Possession or Use	BSO13	Violation of school board policy regarding the possession or use of portable communication devices	All	X	X			
Vandalism-Graffiti	BSO14	Vandalism, graffiti or other damage to school or personal property	All	X	X	X	X	
Cutting or Skipping Class	BSO15	Student not going to class as assigned	ALL	X				
Unauthorized Area	BSO16	Students is in an unauthorized area of the campus	ALL	X				

Code Name	SBAR Code	Category C: Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Grade Levels					Notify Police
				1	2	3	4	
Bullying	RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	All		X	X	X	
Cyberbullying	RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)	All		X	X	X	
Libelous-Materials Literature	RB3	Posting, distributing, displaying, or sharing material or literature, including using electronic means	All	X	X	X		
Sexual-Electronic Communication	RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	All	X	X	X	X	
Theft-Money Property-No Force	RB5	Stealing money or property without physical force	K-3	X	X	X	X	
			4-12		X	X	X	
Speaking Manner Uncivil-Discourteous	RB6	Speaking to another in an uncivil, discourteous manner	All	X	X	X		
Teasing, Taunting, Verbal Confrontation, Incite Fight	RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	All	X	X	X	X	

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The *level of administrative response* will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category C: Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Grade Levels	1	2	3	4	Notify Police
Profanity-Gestures	RB8	Using profane or vulgar language or gestures (swearing, cursing); (Hate speech, gang signs)	All	X	X			
			All			X	X	
Slurs-Using	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	All	X	X	X	X	
Defiance-Staff Request or Question	RB10	Failure to respond to questions or requests by staff	All	X	X	X	X	
Touching Inappropriate-Unwanted	RB11	Unwanted or inappropriate physical contact	All	X	X	X	X	

Code Name	SBAR Code	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Grade Levels	1	2	3	4	Notify Police
Alcohol-Possession/Use	BSC1	Alcohol: Possessing or using, or being under the influence of alcohol	K-3			X	X	
			4-12				X	
Alcohol-Distribution	BSC2	Alcohol: Distributing alcohol to other students	K-3			X	X	
			4-12				X	
Drugs-Paraphernalia	BSC3	Drugs: Possessing drug paraphernalia	All			X	X	
Drugs-Over-the counter	BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike policy	All		X	X	X	
Tobacco/E-cigarette/Vape-Possess or Use	BSC5	Tobacco: Possessing, using, or distribution of tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment	All		X	X	X	

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The *level of administrative response* will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category D: <u>Behaviors of a Safety Concern (BSC)</u> create unsafe conditions for students, staff, and/or visitors to the school	Grade Levels	1	2	3	4	Notify Police
Bullying-Continued After Intervention	BSC6	Bullying behavior without physical injury that continues after intervention	K-3		X	X	X	
			4-12				X	
Cyberbullying-Continued After Intervention	BSC7	Cyberbullying that threatens safety and should be treated with a higher level of intervention and consequences. (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)	K-3				X	
			4-12				X	
Harassment	BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment.	K-3		X	X	X	
			4-12		X	X	X	
Bus-Endangering Safety	BSC10	Bus: Endangering the safety of others on the bus	All		X	X	X	
Fire-Alarm-Falsely Activating	BSC11	Fire alarm: Falsely activating a or other disaster alarm	All		X	X	X	
Fire-Possessing Items	BSC12	Fire Related: POSSESSING items that could be used to set or cause a fire or produce large amounts of smoke	All		X	X	X	
Behavior-Reckless to Self or Others	BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	All	X	X	X		
Fighting-NO Injury	BSC14	Fighting that results in no injury as determined by the administration	All		X	X	X	
Disturbance-Substantial-Incite Causing	BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	All		X	X	X	
Throwing Object Safety	BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	All	X	X	X	X	
Fighting-Push, Shove, Strike-No Injury	BSC17	Shoving, pushing, striking, biting another student with no visible injury	All	X	X	X		
Sexual-Indecent Exposure	BSC18	Exposing body parts, lewd or indecent public behavior	All		X	X	X	

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The level of administrative response will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Grade Level	1	2	3	4	Notify Police
Sexual-Physical Contact	BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	K-3	X	X	X	X	
			4-12		X	X	X	
Stalking	BSC21	Stalking as described in <i>Code of Virginia</i> Section 18.2-60.3	All			X	X	X
Theft-By Force	BSC22	Stealing money or property using physical force (no weapon involved)	K-3		X	X	X	
			4-12			X	X	
Leave School	BSC24	Leaving school grounds without permission	All		X	X		
Trespass	BSC25	Trespassing	All		X	X	X	
Weapon-Instrument or Substance	BSC26	Possessing dangerous instruments/ substances that could be used to inflict harm upon another	All				X	
Weapon-Possession (No Firearm)	BSC27	Weapons: Possessing any weapon (other than firearm) as defined by 18.2-308.1	All				X	X

Code Name	SBAR Code	Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Grade Levels	1	2	3	4	Notify Police
Assault-Intent to Cause Injury	BESO1	Assault: <u>Intending to cause</u> physical injury to another person	ALL		X	X	X	
Assault-Causing Injury	BESO2	Assault and Battery: <u>Causing</u> physical injury to another person	ALL			X	X	X
Fighting-Physical Violence-Minor Injury	BESO3	The use of physical violence between students or on another person where there is minor injury as determined by the school administration	ALL		X	X	X	

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The level of administrative response will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Grade Levels	1	2	3	4	Notify Police
Drugs-Possession	BESO5	Drugs: <u>Possessing</u> controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications	ALL			X	X	X
Drugs-Under the Influence	BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications	ALL				X	
Drugs-Using	BESO7	Drugs: <u>Using</u> controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications	All				X	X
Fire-Setting or Attempt	BESO9	Fire: Attempting to set, aiding in setting, or setting a fire	All				X	X
Gang-Related	BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	All			X	X	
Hazing	BESO11	Hazing as defined in §18.256 and noted in § 22.1279.6.	All			X	X	
Threat-Staff	BESO12	Threatening, intimidating, or instigating violence, injury or harm to a <u>staff</u> member or members	All		X	X	X	
Threat-Student (Not in Writing)	BESO13	Threatening, intimidating, or instigating violence, injury or harm to another <u>student(s)</u> or other(s) (Not Written Threats)	All		X	X	X	
Threat-Students (In Writing)	BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing (Written Threats)	ALL		X	X	X	X
Weapon-Use-Against Staff	BESO15	Using any weapon to threaten or attempt to injure school personnel	All				X	X

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The *level of administrative response* will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Grade Levels	1	2	3	4	Notify Police
Weapon-Use-Against Student	BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others	All				X	X
Community Court Charge(s)	BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws but is required to be disclosed to the Superintendent of the school division pursuant to § 18.2-85	ALL				X	

Code Name	SBAR Code	Category P: Behaviors Used to Determine Persistently Dangerous Schools	Grade Levels	1	2	3	4	Notify Police
Homicide	PD1	Homicide-Firearm	All				X	X
Homicide	PD2	Homicide-Other Weapon	All				X	X
Sexual Assault	PD3	Sexual Assault	All				X	X
Attempted Sexual Assault	PD4	Attempted Sexual Assault	All				X	X
Use of Bomb	PD5	Use of a Bomb	All				X	X
Assault-Firearm or Weapon	PD6	Assault with Firearm or Weapon	All				X	X
Robbery-Actual or Attempted	PD7	Actual or Attempted Robbery	All				X	X
Kidnapping, Abduction	PD8	Kidnapping/Abduction	All				X	X
Malicious Wounding-No Weapon	PD9	Malicious Wounding without a Weapon	All				X	X
Aggravated Sexual Battery	PD10	Aggravated Sexual Battery on a Student	All				X	X

INAPPROPRIATE BEHAVIORS and LEVELS of RESPONSES

The *level of administrative response* will be based on the nature of the behavior and facts obtained through an investigation.

Code Name	SBAR Code	Category P: Behaviors Used to Determine Persistently Dangerous Schools	Grade Levels	1	2	3	4	Notify Police
Weapon-Handgun	PD11	Illegal Possession of Handgun	All				X	X
Weapon-Rifle or Shotgun	PD12	Illegal Possession of Rifle or Shotgun	All				X	X
Weapon-Other Projectile	PD13	Illegal Possession of Any Other Projectile Weapon	All				X	X
Weapon-Possess of Bomb	PD14	Illegal Possession of a Bomb	All				X	X
Weapon-Possession of Other Firearm	PD15	Illegal Possession of Other Firearms: Firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in §18.2-433.1, or chemical bombs per § 18.2-87	All				X	X
Possession of Controlled Drugs and Substances with Intent to Distribute	PD16	Illegal Possession of Controlled Drugs or Substances with Intent to Distribute or Sell	All				X	X

The Discipline Appeal Process

1. **ALL APPEALS MUST BE SUBMITTED BY THE PARENT IN WRITING (LETTER OR EMAIL) TO THE PRINCIPAL.**

2. If the disciplinary action is imposed by the Assistant Principal or Dean of Students, the parent may submit a **written appeal** to the Principal within five (5) days of the incident.

**Parent
Written Appeal
to Principal**

3. If the disciplinary action is imposed by the Principal, the parent may submit a **request for reconsideration** to the Principal within five (5) days of the incident.

**Parent
Written Request for Reconsideration
to Principal**

4. The Principal shall review the decision of the Assistant Principal or Dean of Students; or reconsider the action taken base on relevant information provided by the parent. After reviewing the incident, the Principal shall respond to the parent in writing within five (5) days a decision and the rationale that supports the decision.

**Principal's Written Response
to the Parent**

5. If the parent does not agree with the Principal's reviewed decision, the parent may appeal in writing to the ***Office of Student Services***. The Office of Student Services will consider the parent's request (requested relief), whether the student was afforded proper due process (substantive and procedural due process) and whether the administrator had the authority to impose the action taken

**Written Appeal To the Office of Student Services
Randolph Boone, *Coordinator of Student Services*
Suffolk Public Schools
100 North Main Street
P. O. Box 100
Suffolk, Virginia 23439-1549
randolphboone@spsk12.net
757-925-6750**

6. If the parent does not agree with the decision by the Office of Student Services, the parent may appeal in writing to the *Student Services Review Committee (SSRC)*. The SSRC's responsibility is to consider the parent's request (requested relief), whether the student was afforded proper due process (substantive and procedural due process) and whether the administrator had the authority to impose the action taken.

Written Appeal To the Student Services Review Committee (SSRC)
Dr. Rodney Brown, Chief of Administrative Services
Suffolk Public Schools
100 North Main Street
P. O. Box 100
Suffolk, Virginia 23439-1549
rodneybrown@spsk12.net
757-925-6750

7. The Student Services Review Committee shall render a decision in writing to the parent. The decisions of SSRC shall be as follows:
 - a. The decision of SSRC regarding a non-suspension or short-term suspension is **FINAL**.
 - b. Parent may request a **DOCUMENT REVIEW** to the full School Board regarding placement to an Alternative Placement (i.e. Turlington Woods or TRAEP). The administrator, parent and student **do not appear** before the full School Board.
 - c. Parent may request an **APPEAL** to the full School Board regarding a long-term suspension. The school administrator, student and parent **are required to appear** before the full School Board.
8. As a reminder, the Hearing Officer's **recommendation for expulsion from compulsory school attendance for one (1) calendar year** shall first be heard by the Student Services Review Committee (SSRC). If confirmed by the SSRC, the request for expulsion from compulsory school attendance shall be heard by the full School Board at its next School Board Meeting or when scheduled by the full School Board.

Written Appeal or Document Review Request to the full School Board
Dr. Rodney Brown, Chief of Administrative Services
Suffolk Public Schools
100 North Main Street
P. O. Box 100
Suffolk, Virginia 23439-1549
rodneybrown@spsk12.net
757-925-6750

9. **THE DECISION OF THE SUFFOLK SCHOOL BOARD IS FINAL.**

SUSPENSION AND EXPULSION OF STUDENTS

Suspensions for Ten Days or Less

A student may be suspended for not more than 10 school days by the school administration and/or designee. The procedure for suspension shall be as follows:

- The student shall be apprised of the nature and facts of the alleged misconduct orally or in writing.
- The student shall be given an opportunity to explain the circumstances of the alleged misconduct from his/her perspective and to present witnesses on his/her behalf.
- The student shall be informed of the conditions of the suspension such as required parental conference prior to return, prohibition from coming on school property and/or to scheduled school activities, etc.
- The school administration should make every effort to contact the parent by telephone whenever a student is being suspended. This is especially important on the elementary level.
- The school administration shall execute a letter of suspension stating the condition of the suspension and the date that the student may return to school. Written documentation of the suspension shall be given to the student, if possible, and a letter of suspension mailed to the student's parents, guardian or person having control or charge of the student and to the Superintendent or his/her designee.
- The parent shall be notified of the right to appeal using the procedures as set forth herein.

Emergency Suspension

Any student whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be summarily removed from school immediately and the notice, explanation of facts, and opportunity to present his or her version required under Suspension for ten days or less shall be given as soon as practicable thereafter.

Expulsion or Suspension for More Than 10 Days

As used in this policy, the term "expulsion" includes suspension for more than 10 days.

Suspensions in Excess of Ten Days

The Superintendent or his/her designee(s) may suspend students from school in excess of ten (10) school days after the pupil and his/her parent(s), guardian, or person having control or charge of the student have been provided written notice of the proposed action and the reason therefore and of the right to a hearing. The Superintendent shall promulgate regulations to carry out this policy. In any case in which a student has been suspended by the Superintendent or his/her designee(s) after a hearing, the student and his parent(s), or guardian, or person having control or charge of the student may appeal the decision to the Student Services Review Committee. Such appeal must be in writing and must be filed with the Superintendent within five (5) calendar days of the suspension decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal. The Student Services Review Committee will consider the appeal upon the record of the suspension hearing within thirty (30) calendar days of the appeal.

Administrative Hearings

An administrative hearing should be requested by the principal for infractions involving weapons, drugs, alcohol, when a pattern of dangerous behavior exists, or for repeated violations of the Student Code of conduct, consistent with the level of responses in this Code of Conduct. The hearing will be conducted by the division's hearing officer will heard the evidence regarding the violation of the Student Code of Conduct.

Once the hearing has been scheduled, the parent and student will be invited and are required to attend. If the parent and student are unable to attend the hearing, they have the right to request a rescheduled date, but it must be within three (3) days of the original hearing date. Should the parent and student fail to attend the hearing, the case will be heard in their absence and the result will be communicated to the parent in writing.

Parents have the right to appeal the hearing officer’s decision. The appeal must be in writing and must be received by the office of Student Services within five (5) days of the hearing.

Expulsion recommendations will be forwarded to the Student Services Review Committee for review.

The administrative hearing will be held upon recommendation of the principal or his designee or as specified by policy. This procedure is conducted by the principal of the school and shall include the following steps:

- The principal shall suspend the student from school for ten days after following the division's policy for imposing a suspension.
- The principal shall notify the Coordinator of Student Services about the hearing and forward the completed request for an administrative hearing.
- At the hearing, the student and parent or guardian shall be informed of the reasons for the action and the expected standards of student behavior, and possible future consequences of failing to meet those standards. The parent and the student will be given the opportunity to respond to the school report.

Expulsions

The Building Administrator, with the concurrence of the Chief of Administrative Services, may request an Administrative Hearing whereby the division hearing officer may recommend that a student be expelled from compulsory school attendance for one (1) calendar year. The principal shall notify the student and his/her parent(s), guardian(s), or other person having control or charge of that student in writing of the following:

- The proposed action and the reasons thereof
- The right to inspect the student's school records
- The recommendation for expulsion by the division’s hearing officer shall be heard by the Student Services Review Committee. If confirmed, the recommendation shall be heard by the full School Board

The Superintendent shall review the recommended expulsion. If the Superintendent or his/her designee(s) approves the recommendation of expulsion, the student shall be suspended until the matter is decided by the School Board. The Superintendent or his/her designee(s) may impose a lesser sanction.

STUDENT SERVICES REVIEW COMMITTEE

The procedure for a *Student Services Review Committee* hearing shall be as follows:

- The Student Services Review Committee shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the Student Services Committee.
- The Student Services Review Committee may ask for opening statements from the Administrator or his/her representative and the student or his/her parent(s) or their representative and, at the discretion of the Student Services Review Committee, may allow closing statements.

- The parties shall then present their evidence. Because the Administrator has the ultimate burden of proof, he/she shall present his/her evidence first. Witnesses may be questioned by the Student Services Review Committee members and by the parties (or their representative). The Student Services Review Committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for both parties to present any material or relevant evidence and shall afford the parties the right of cross-examination provided; however, that the Student Services Review Committee may take the testimony of student witnesses outside the presence of the student, his/her parent(s) and their representative if the Student Services Review Committee determines, in its discretion, that such action is necessary to protect the student witness.
- The parties shall produce such additional evidence as the Student Services Review Committee may deem necessary. The Student Services Review Committee shall be the judge of the relevancy and materiality of the evidence.
- Exhibits offered by the parties may be received in evidence by the Student Services Review Committee and, when so received, shall be made part of the record.
- The Student Services Review Committee may, by majority vote, uphold, reject or alter the recommendation or decision previously rendered.
- The Student Services Review Committee shall transmit its decision, including the reasons therefore, to the Office of Administrative Services.
- In regards to non-suspensions and short-term suspensions, decisions of the Student Services Review Committee shall be final. In decisions regarding alternative placement, a parent may request a document review to the full School Board. A parent may appeal a long-term suspension to the full School Board.
- A recommendation for expulsion from compulsory school attendance for one (1) calendar year shall first be heard by the Student Services Review Committee. If confirmed by the Student Services Review Committee, the recommendation by the Hearing Officer for expulsion shall be heard by the full School Board.

References

References in these procedures concerning suspension and expulsion to "parent" or "parents" shall be deemed to include the guardian, custodian or other person *in loco parentis* of the student.

Admission of Expelled Students; Authority to Exclude under Certain Circumstances

Under section 22.1-277.2 of the Code of Virginia as Amended states a student, who has been expelled or suspended for more than 30 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 by a local School Board in Virginia, regardless of whether such student has been admitted to another school division or private school in the Commonwealth or in another state subsequent to such expulsion, suspension, or withdrawal of admission, upon finding that the student presents a danger to other students or staff of the school division after (i) written notice to the student and his parent that the student may be subject to exclusion, the reasons therefore, and, in the event of such exclusion, of the right to appeal the decision at a hearing before the School Board or a committee thereof; and (ii) a review of the case has been conducted by the division Superintendent or his designee and exclusion has been recommended. If the decision by the Superintendent or his designee has been appealed to a committee of the School Board, the student or his parent shall be provided written notice of the right to appeal the decision to the Full Board, which shall, within thirty days following any such hearing, in the case of an expulsion or withdrawal of admission and, in the case of a suspension or more than

thirty days, within fifteen days following any such hearing, notify in writing the student or his parent of its decision.

GUIDELINES IN DISCIPLINING STUDENTS WITH DISABILITIES

Students who have a current Individualized Education Program (IEP) or a Section 504 plan may be suspended for up to ten (10) days without the provision of any educational services in accordance with the procedures outlined above, unless the students' Individualized Education Program or Section 504 accommodation plan prescribes otherwise.

Suspension in Excess of Ten Days or Expulsion - Disabled Students

Students who have a current IEP may be removed from their current educational setting in excess of ten (10) days after the following procedures have been utilized.

- A manifestation determination must be made by the local education agency (LEA), the parent(s), and other relevant members of the student's IEP team – referred to as the Manifestation Determination Review (MDR) team.

The MDR team shall:

- convene immediately, if possible, but not later than 10 school days after the date on which the decision to take disciplinary action is made;
- review all relevant information in the student's file, including the current IEP, any teacher observations, and any relevant information provided by the parent(s); and
- determine whether the conduct was caused by or had a direct and substantial relationship to the child's disability or was the direct result of the school's failure to implement the IEP.
- As for any IEP meeting, the parent(s) of the student shall be invited to the MDR meeting. The invitation must be in writing and include the purpose, time, and location of the meeting.
- Minutes shall be made of the meeting and will include information regarding the persons attending the meeting and the facts considered as the basis for the MDR Team's decision. If the MDR Team determines there is not a manifestation, then the student will be disciplined as if non-disabled and the procedures under Suspensions in Excess of Ten Days or Expulsion will be followed, except that the student shall continue to receive appropriate special education services beginning with the eleventh (11) day of suspension. School personnel in consultation with the student's special education teacher will determine the type of services the student needs in order to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of the student's IEP.

Manifestation Determination/Placement

If the Manifestation Determination Review (MDR) Team determines that the student's misconduct is a manifestation of the student's disability, then a Functional Behavior Assessment must be conducted (unless one was conducted prior to the disciplinary removal) and a Behavior Intervention Plan implemented or revised for the child to be returned to placement from which the child was removed or placed in an alternative educational placement through the appropriate IEP procedures.

The decision of the MDR Team shall be sent to the parent(s) of the student along with a notice of their rights under the Individuals with Disabilities Act (IDEA 2004), or Section 504 of the Rehabilitation Act of 1973, including the right to appeal the decision in an expedited due process hearing.

BULLYING

“Bullying” means any aggressive and unwanted behavior that is intended to harm or humiliate the victim. It is usually repeated over time. It can be done verbally, in writing or through communication devices known as “cyberbullying”. The following examples are illustrative of bullying: physical intimidation, taunting, and insulting comments regarding race, gender, religion, physical abilities or characteristics. It can also include inappropriate emails, text messages or internet postings. It does not include ordinary teasing, horseplay, argument or peer conflict.

Suffolk Public Schools does not condone bullying on any level and asks students to report these incidents to school administrators or teachers when they do occur. If you suspect your child has been bullied, you should report it to the school administration immediately. Reporting can be done anonymously through the Bullying Hotline too.

School administrators are required to contact parents of any alleged “bullying” that may involve their child within 24 hours of being reported.

Suffolk Public Schools Website Link: [SPS Bullying Resource Page](#)

Suffolk Public Schools’ Bullying Hotline 757-538-5483

National Suicide Prevention Lifeline 988

SEARCH AND SEIZURE

Search of the student's person or possessions will be limited to the situation where there is reason to believe that a student is hiding evidence of an illegal act or a school violation. When it is practical, the student shall be present when a search of his/her possessions (including automobiles) is conducted.

Items confiscated during an inspection, investigation, or search will be held by school administration pending further investigation of disciplinary actions. Items held or confiscated by the school will be evaluated for return to the proper owner upon completion of an investigation or a disciplinary action. **Contraband or unlawful items, the possession of which violate the Code of Conduct, School System Policy, State Laws, and/or Federal Laws, shall not be returned to the student or to any representative of the student; such items shall be turned over to law enforcement officials, or if not desired by such law enforcement officials, shall be destroyed by the school. Other items left unclaimed after an investigation or a disciplinary action, will be disposed of by the school.**

Each school may set aside a time period, with reasonable advance notice to the students, when all lockers will be inspected for overdue library books and prohibited items.

WEAPON/ METAL DETECTORS

The Superintendent of Suffolk Public Schools has the authority to take all prudent measures to protect all students and employees within the school property. Suffolk Public Schools shall employ weapon/metal detectors. The weapon/metal detectors (free standing and/or wand) will be used on a daily basis as a deterrent to those persons who may consider bringing weapons on or about school property. Weapon/metal detectors will be used by school administrators or his/her designee(s) as authorized by Board policy.

GUIDELINES FOR WEAPON/METAL DETECTOR USE

- Weapon/metal detectors will be used on a daily basis in schools and school property.
- During extracurricular activities, such as athletic events, dances, talent shows, etc.
- During random safety checks at designed places during the school day, which may include, but are not limited to:
 - ✓ Buses - by lottery of bus numbers
 - ✓ Classrooms - by lottery of room numbers
 - ✓ Entrances - by lottery of entrance numbers
 - ✓ Lockers – by lottery of locker numbers

When there is reasonable suspicion and/or during random checks, students who may have objects that activate the weapon/metal detector will be escorted to an isolated area nearest the checking area as designated by the school principal. Students will be asked to remove objects in his/her possession. The student will then be screened again by the weapon/metal detector. Should the weapon/metal detector be reactivated on this second screening, then the student may be subjected to a "pat-down" search by the school administrator or his/her designee. If the student refuses to be searched, the police department will be summoned and the student will be subjected to discipline in accordance with School Board Policy. Any other person refusing to cooperate with school personnel under this procedure shall be required to leave school property immediately and is also subjected to search by the police.

Upon confirmation that this policy has been violated, a recommendation will be made by the school administrator for expulsion to the School Board. School personnel shall not have the authority under the policy to engage in a "strip search" of any student. All searches are to be done with weapon/metal detectors or pat downs; if warranted.

Property and/or contraband, even though it may or may not have activated the metal detector, shall be confiscated, tagged, recorded on appropriate forms, and turned over to the Suffolk Police Department or other appropriate agency

for proper handling. Any contraband seized by school personnel pursuant to this regulation may be admissible in any subsequent criminal proceeding. This regulation shall be disseminated to all employees, students, parents, and conspicuously posted at

extracurricular activities.

WEAPONS DEFINED

Possessing, handling, transporting, or using firearm weapon, stun gun, laser, knife, toy knives or any other object that can reasonably be considered a weapon so as to inflict bodily harm, injury, or the threat of harm or injury and can be grounds for expulsion

Weapons include but are not limited to: Any stun gun weapon or laser, any pistol, revolver, air rifle, BB gun, or other weapon designed or intended to propel a missile of any kind; any dirk, bowie knife, switchblade, ballistic knife, pocket knife, razor blades box cutters, razor, slingshots, spring sticks, brass or metal knuckles, or blackjacks; any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely. Any disc or whatever configuration, having at least two points or pointed blades, and which is designed to be thrown as a throwing star or oriental dart; any weapon including a starter gun, which will, or is designed or may readily be converted to, expel a projectile by the action of an explosive; the frame or receiver of any weapon; any firearm muffler or firearm silencer; any destructive device defined as any explosive, incendiary, poison gas, bomb, firecrackers, ammunition, any bullets, shotgun shells, grenade, poppers, caps, rocket having an explosive or incendiary charge or missile of any kind. Dangerous instruments that could be used to inflict harm could include: letter openers, screwdrivers, hammers or hatchets.

POLICE INVOLVEMENT/REPORTING INCIDENTS

School officials may be required to notify police authorities, and in cases of major violations, may press charges. If the police authorities are notified, legal guardians will be contacted. Any action taken by police authorities will be in addition to action by the school.

Under 22.1-279.3:1, subsection D of the Code of Virginia as Amended, the principal or designee shall report to the local law enforcement agency any act enumerated in Subsection A that may constitute a criminal offense. **Where there is injury, or the battery is against school personnel, reporting is mandatory.**

§ 22.1-279.3:1.A of the code lists offenses as follows:

- i. assault or assault and battery of any person on a school bus, on school property, or at a school sponsored activity
- ii. assaults, assault and battery, sexual assaults, death, shooting, stabbing, cutting or wounding of any person on a school bus, on school property or at a school-sponsored activity;
- iii. any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, an anabolic steroid on a school bus, on school property or at a school-sponsored activity;
- iv. any threats against school personnel while on a school bus, on school property or at a school sponsored activity;

- v. the illegal carrying of a firearm, as defined in § 22.1-277.07. on school property; vi. any illegal conduct involving firebombs, explosives materials or devices, or hoax explosives devices, as defined in § 18.2-85, or explosive or incendiary devices, as defined in § 18.2-433.1, or chemical bombs, as described in § 18.2-83, on a school bus, on school property or at a school sponsored activity;
- vii. any threats or false threats to bomb, as described in § 18.2-83, made against school personnel or involving school property or school buses; or
- viii. 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 therefore.

The principal or designate must also report these incidents to the Superintendent who then reports them to the Department of Education according to § 22.1-279.3:1(C). *Code of Virginia*.

STUDENT DUE PROCESS

All students are entitled to due process. This means that no action will be taken against a student until the facts have been presented by everyone involved, and a judgment has been made. There are certain procedures which school officials must follow prior to taking appropriate disciplinary action. There are also procedures which students must follow if they do not agree with the school's actions.

PARENTAL RESPONSIBILITY PROVISION

PARENTAL RESPONSIBILITY AND INVOLVEMENT REQUIREMENTS §22.1-279.3 OF THE CODE OF VIRGINIA

§ 22.1-279.3 of the Code of Virginia contains provisions addressing parental responsibility and involvement that are intended to promote proper student conduct. Through the enactment of this legislation, the Assembly has asserted its position that parents do not relinquish their responsibility for disciplining or managing their children while they attend public schools. Rather parents must work in partnership with school administrators to maintain a safe and orderly school environment. Most of our parents are involved and support our schools, helping to create the environment that is necessary to promote learning. Consequently, we recognize that we will not need to resort to the enforcement provisions in this legislation unless a parent willfully and unreasonably fails to meet their responsibility as outlined below. Rather, this legislation provides us with an additional tool for involving all our parents in assisting us in maintaining a safe school environment.

1. Within one month of the opening of school, the School Board must send to parents a copy of these requirements and a copy of the School Board's standard of student conduct.
2. Parents must sign and return to the school in which the student is enrolled a statement acknowledging receipt of the School Board's standards of student conduct.

NOTE: By signing the statement of receipt, parents shall not be deemed to waive, but expressly reserve their rights protected by the Constitutions or laws of the United States or the Commonwealth, and that a parent shall have a right to express disagreement with a school's or school division's policies or decisions.

3. Each school must maintain records of the signed statement.

4. Principal is authorized to request that the student's parent meet with the principal or designee to review the standards of conduct and the parent's responsibility to participate in disciplining the student, and to discuss improving the student's behavior and educational progress.
5. Principal is authorized to notify the parents when the student violates a School Board policy that could result in a suspension, whether or not the administration has imposed such action. The notice must state the date and particulars of the offense, the parent's obligation to assist the school in improving the student's behavior, and that if the student is suspended, they may be required to accompany the student to meet with school officials.
6. Suspended students may not be readmitted to the regular school program until the student and parent meet with school officials to discuss improving the student's behavior. However, the principal or designee is authorized to readmit the student without the parent conference if it is appropriate for the student.
7. If a parent should fail to comply with four (4) or six (6) above, the School Board may petition the juvenile and domestic court and proceed against the parent for his/her willful and unreasonable refusal to participate in efforts to improve the student's behavior. If the court finds that the parent has acted willfully and unreasonable, the court may take the following actions:
 - a). Require the student or his/her parent to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior; or
 - b). Require the student or his/her parents 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.
8. In addition, the court may require the parent to pay a civil penalty not to exceed \$500.00.

TRANSPORTATION

STUDENT CONDUCT ON THE SCHOOL BUS

The goal is to transport our students to school safely and on time. The school bus is considered school property; therefore, students are expected to follow the *Student Code of Conduct* of Suffolk Public Schools while on the school bus, at the bus stop and going to and from the bus stop.

SCHOOL BUS RULES

The following rules and regulations apply to all students riding Suffolk Public school buses. These rules and regulations were established to assist the drivers in assuring that you are afforded the safest possible ride to and from school. The school bus driver is responsible for the enforcement of the regulations. Failure on the part of any student to follow the policies dealing with school bus operation may result in suspension or termination of the privilege to ride a school bus.

1. Students being transported are under the authority of the bus driver.
2. Students shall stay in their seats and keep hands/feet to themselves.
3. Students must board and leave the bus at their assigned stop. Written permission from the school principal/designee is required to get on or leave the bus at a location other than the regular bus stop.
4. Students shall converse in normal tones; profane language is prohibited.
5. Students may not transport animals (other than approved service animals) on buses.
6. Students who refuse to obey bus regulations may forfeit their privilege to ride the bus.

7. Students shall not transport large items (balloons, flowers, band instruments, athletic equipment, etc.) on buses as they create safety hazards.

Every effort is made to correct minor situations through a conference, parent involvement, or administrative action.

VIDEO CAMERAS

Every bus is equipped with a digital recording system. The following persons are allowed to view the video footage: the driver of the bus on which the camera was installed, school administrators, Transportation Director, Chiefs, Directors, Coordinators, Supervisors, Superintendent, and School Board Members. Parent(s)/guardians are allowed to view the video footage involving their child/children only when there is an appeal related to the discipline of their child/children. Video cameras are only a tool and do not negate the driver's responsibility to maintain control and discipline on the school bus.

Appendix 1

STUDENT BEHAVIORS AND ADMINISTRATIVE RESPONSE CATEGORIES

The behavior categories are designed to:

1. *Recognize the impact student behavior has on the school environment and on learning*
2. *Encourage awareness for administrators, teachers, parents, and counselors of students' social emotional development*
3. *Emphasize the importance of helping students achieve academically and develop SEL competencies*

Category A: Behaviors that Impede Academic Progress (BAP):

- ✓ These behaviors impede academic progress of the student or of students.
- ✓ They are typically indicative of the student's lack of self-management or self-awareness.
- ✓ The student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

Category B: Behaviors Related to School Operations (BSO):

- ✓ These behaviors interfere with the daily operation of school procedures.
- ✓ Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.

Category C: Relationship Behaviors (RB):

- ✓ These behaviors create a negative relationship between two or more people that does not result in physical harm.
- ✓ Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another.
- ✓ Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.

Category D: Behaviors that Present a Safety Concern (BSC):

- ✓ These behaviors create unsafe conditions for students, staff, and visitors to the school.
- ✓ The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior.
- ✓ Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

Category E: Behaviors that Endanger Self or Others (BESO):

- ✓ These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

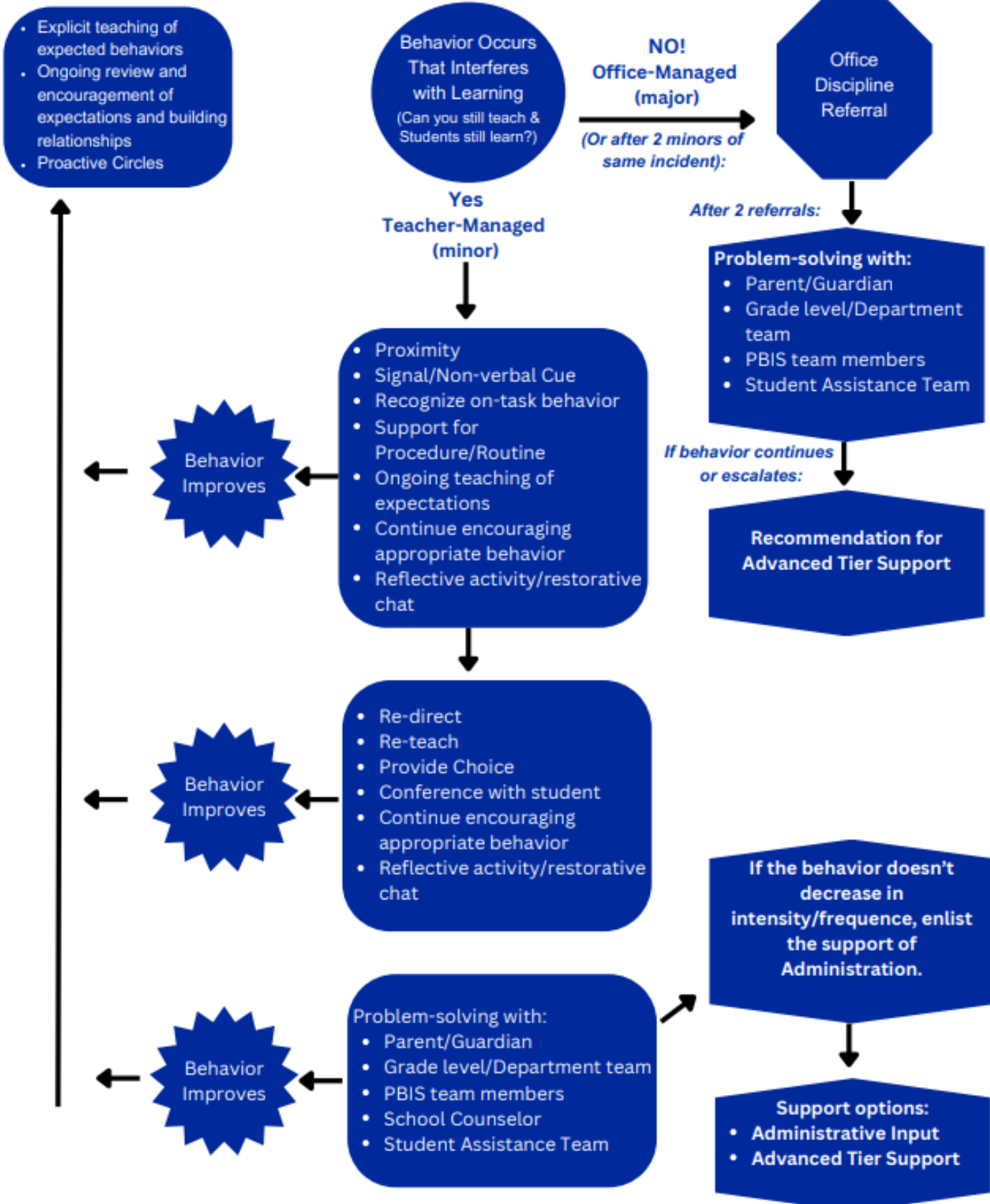
Category P: Behaviors Used to Determine Persistently Dangerous Schools (PD)

- ✓ The types of behaviors or acts that are considered to be violent and criminal.

Appendix 2



Flowchart of Continuum of Support for Discouraging Inappropriate Behavior



Appendix 3

Classroom Supports and Instructional Responses

Proactive and Preventative Classroom Supports	Instructional Responses for Classroom Managed Behaviors
<ul style="list-style-type: none"> • Build positive relationships with students and families. • Teach, re-teach, and re-view (at least quarterly) clearly defined classroom expectations that are aligned with school-wide expectations. • Proximity • Model and practice expectations in the appropriate settings. • Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. • Implement effective, evidence-based instructional practices that are matched to student learning needs • Actively engage students in the teaching and learning process. • Establish routines and procedures for predictable daily classroom activities • Provide behavior specific praise when students are following expectations. • Conduct daily/weekly proactive circles with your students. 	<ul style="list-style-type: none"> • Reflect/revise classroom practices based on student needs. • Change seating • Provide error correction feedback. • Calm reminder of class/school-wide expectation. • Verbal/non-verbal re-direction • Reminder of classroom routine/procedure. • Re-teach desired behavior • Adjust pacing of instruction to increase on-task behavior. • Problem-solving conference with student • Restorative circles • Restorative conference with student • Contact with parent/guardian via phone, virtual, or in person. (Document on contact log) • Progress monitoring • Utilize behavior interventions found in the behavior SOS resource document. • Reflection Activity • Accountability Project

Appendix 4

The Continuum for Understanding Peer Conflict and Bullying

	Conflict	Rude	Mean	Teasing	Harassing	Bullying
Occurrence	Occasional	Occasional	Once or Twice	Two or Three times	Is Repeated	Is Repeated
Level of Intent	Not planned; in the spur of the moment	Spontaneous action; unintentional	Intentional	Meant to be playful or cause harm	Discriminatory; Planned and done on purpose (target is based on a protected class)	Is planned and done on purpose
Level of Impact	All involved are upset	Can cause hurt feelings; upset	Can hurt others deeply	Can cause hurt feelings; can lead to bullying if not stopped.	The target of the harassment is upset and/or hurt.	The target of the bullying is upset and/or hurt
Perceived Motivation	All parties want to work things out	Based on thoughtlessness; poor manners or narcissism	Based on anger; impulsive cruelty	Based on play or trying to be funny; influence others	Believes they belong to a powerful group than the other.	Bully tries to gain control over the situation and/or target
Observed Accountability	All parties involved accept responsibility	Rude person accepts full responsibility	Behavior is often regretted	Behavior is sometimes regretted.	Blames the target.	Bully blames the target.
Observed Behavior	An effort is made by all parties involved to solve the problem	Rude person apologizes or makes an effort to resolve the problem	Both parties may come to a resolution	Both parties come to a resolution	The target wants to stop the harasser's behavior	The target wants to stop the bully's behavior
How to Respond	May be addressed by using the Conflict Resolution procedures	May be handled by speaking with a teacher/school counselor	Should be handled by reporting the situation to a parent/guardian and notifying a teacher/school counselor and requesting a peer mediation	Should be handled by reporting the situation to a parent/guardian and notifying a school administrator or counselor. Request peer mediation	Should be handled by reporting the situation to a parent/guardian and notifying a school administrator. A formal investigation will be conducted by the school administrator.	Should be handled by reporting the situation to a parent/guardian and notifying a school administrator. A formal investigation will be conducted by the school administrator.

Appendix 5

Virginia Tiered Systems of Supports Positive Behavioral Interventions & Supports



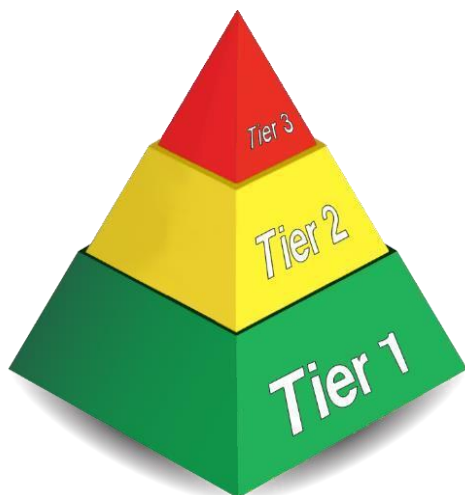
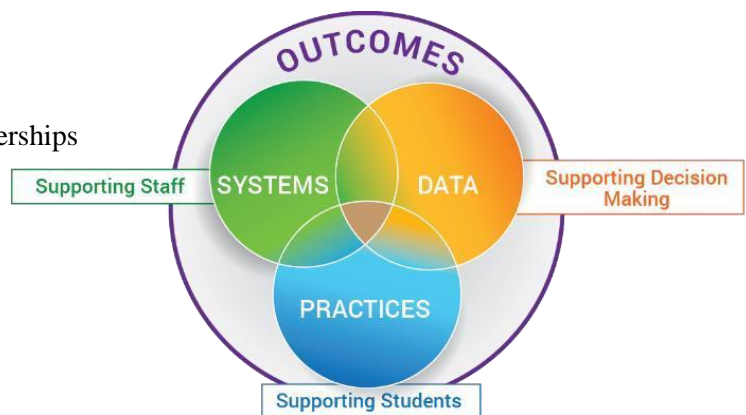
The Virginia Tiered Systems of Supports (VTSS) and the Center on Positive Behavioral Interventions and Supports (PBIS) are data-informed decision-making frameworks for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.

Suffolk Public Schools has combined these systemic approaches to allow the division, schools and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. Implementing the VTSS/PBIS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

VTSS/PBIS functions under the anchor process of integrating data, practices and systems to affect outcomes.

The essential elements of an effective VTSS/PBIS framework are:

- Aligned Organizational Structure
- Data Informed Decision-Making
- Evidence-Based Practices
- Family, School and Community Partnerships
- Monitoring Student Progress
- Evaluation of Outcomes and Fidelity



Tier I: All students have the majority of their academic, behavioral, social and emotional needs addressed.

Tier II: Up to 20 percent of students may need supplemental instruction and support.

Tier III: Up to 5 percent of students may need intensive, individualized instruction and support.

Appendix 6

RESTORATIVE PRACTICES

Restorative Practices is a philosophy that emphasizes **HEALING** and **ACCOUNTABILITY** to **REPAIR** harm and wrongdoing, rebuild community, and strengthen relationships.

Restorative Practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative practices also enhance school climate and culture.

Implementing restorative practices:

1. Acknowledges that relationships are central to having a strong school community.
2. Builds systems that address misbehavior and harm in a way that strengthens relationships.
3. Focuses on the harm done rather than only on rule-breaking.
4. Give voice to the person harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth.
7. Enhances Responsibility.

Restorative practices may include the following:

1. Circle processes
2. Conflict mediation
3. Community engagement and services
4. Student justice panels
5. Student-adult partnerships



Appendix 7 Social-Emotional Learning (SEL)

Social-emotional learning (SEL) has been attributed to positive attitudes about school and to significant improvement in academic achievement. The *Collaborative for Social and Emotional Learning* (www.casel.org) produced a review which found that students who participated in a social-emotional learning program “demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance.

Learning social-emotional skills is vital to student development and is directly related to Virginia’s Profile of a Graduate, which expects students to demonstrate the “Five C’s:” critical thinking, creative thinking, communication, collaboration, and citizenship.

Social emotional learning (SEL) is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to:

- Recognize and manage one’s own emotions
- Develop caring and concern for others
- Make responsible decisions
- Establish positive relationships
- Handle challenging situations capably

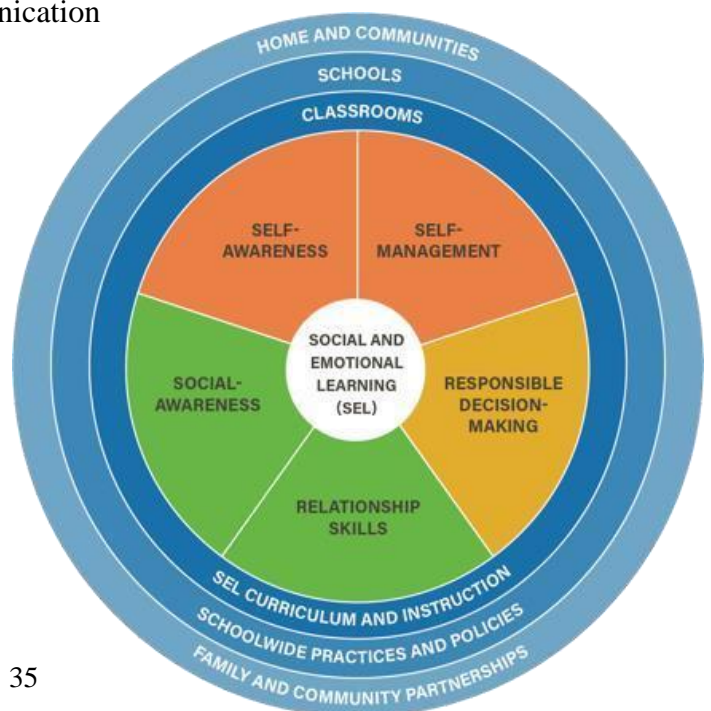
Students are taught five key competencies which are actively modeled, practiced and reinforced in class and school instruction and programs. These competencies are:

- Self-awareness—Identification of one’s own emotions
- Social awareness—Empathy, respect for others
- Responsible decision-making—Evaluation and reflection
- Self-management—Impulse control, stress management, and persistence
- Relationship skills—Cooperation and communication

Measures with Fidelity

- Reduction of discipline referrals
- Reduction of Suspensions
- Reduction in physically aggressive behavior
- Reduction in disruptive behavior
- Growth in academic performance
- Improved graduation rates
- Decrease Grade Retention

(www.casel.org)



Appendix 8 The Appeal Process

