SPOTSYLVANIA COUNTY PUBLIC SCHOOLS









PARENT - STUDENT HANDBOOK 2025-2026









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VISION:

We inspire students to reach their highest potential through educational excellence.

MISSION:

The mission of Spotsylvania County Public Schools, a cornerstone of the community, is to support educators, partner with families, and engage the community to provide high-quality education that empowers and inspires students to become resilient, critical thinkers who reach their highest potential to positively impact a global society.



The information in this handbook regarding School Board policies, as of June 9, 2025, is subject to change.
For up-to-date School Board policies,
visit: www.spotsylvania.k12.va.us
Click on the *School Board* tab and select *BoardDocs*.

INTRODUCTION

Welcome to the 2025-2026 school year! Our school division's mission centers on working together as a community to prepare every student to succeed both now and in the future. Thank you in advance for taking the time to review the comprehensive and significant information and guidance contained in this handbook.

The Parent-Student Handbook provides students and parents with essential information. We hope you will find this resource invaluable in informing you about our schools, staff, programs, services, forms, and expectations for students, parents, and volunteers. The Code of Student Conduct outlines our expectations for student behavior and attendance and is distributed at the beginning of each school year.

In this way, we hope to establish the communication that is so important to our students' success. The content also contains useful information concerning two federal parental and pupil rights laws: the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA).

Following the requirements of the Code of Virginia, parents/guardians must verify that they have received the Code of Student Conduct. When logging into ParentVue, you will be prompted to verify you have received the handbook document. If preferred, you may sign the "Parent and Student Signature Page" on page 55 of this handbook and return the page promptly to your child's school. The SCPS handbook, which includes the Student Code of Conduct, may be accessed anytime on each school's website as well as the Division's home page at www.spotsylvania.k12.va.us.

If you have questions about the information in this handbook, please contact your child's school. On behalf of our principals, teachers, bus drivers, and staff, we thank you for your support and extend our best wishes for a school year filled with happiness and success.



Executive Leadership

Dr. Clint M. Mitchell	Superintendent
Kelly Guempel	Chief of Schools
Dr. Deborah Frazier	Chief Academic Officer
Phil Trayer	Chief Financial Officer
Amy Williams	Chief Human Resources Officer
Kenny Forrest	Chief of Operations
René Daniels	Chief of Communications & Community Engagement
Allison Langridge	Executive Director of Special Education
Jennifer Turner	Executive Director of Elementary Education
Allen Hicks	Executive Director of Secondary Education
Dr. Dennis Martin	Executive Director of Compliance
Jeremy Siefker	Director of School Safety and Risk Management
Pete Zicari	Director of Instructional Technology
Patty Boller	Clerk of the Board

Administrative Services Directors

Dr. Maria Lewis	Executive Director of School Performance & Core Curriculum
Holly Boone	Director of Human Resources Elementary
Chris Collier	Director of Human Resources Secondary
Joshua Hurley	Director of Mental Health and Wellness
Jamie Malinak	Director of Professional Learning and Federal Programs
Tatiana Kooistra	Director of Budget & Enterprise Resource Planning
Alejandra Wilmer	Director of Health Services
William Smith	Director of Maintenance
Sean Clore	Director of Transportation
Craig Greenlaw	Director of Fleet Services
Rusty Davis	Director of Facilities and Capital Projects
Eric Slivka	Director of Finance
Laurie Gallup	Assistant Director of Core Curriculum
Kelly Webb	Assistant Director of Special Education

School Board

Megan Jackson, Chair	Livingston District
Belén Rodas, Vice Chair	Chancellor District
April Gillespie	Berkeley District
Nicole Cole	Battlefield District
Dr. Carol Medawar	Courtland District
Lisa Phelps	Lee Hill District
Dr. Lorita Daniels	Salem District

Spotsylvania County Board of Supervisors

Jacob Lane, Chair	Livingston District
Chris Yakabouski, Vice Chair	Battlefield District
Kevin Marshall	Berkeley District
Gerald Childress	Chancellor District
Drew Mullins	Courtland District
Lori Hayes	Lee Hill District
Dr. Deborah Frazier	Salem District



TOGETHER, WE PREPARE OUR STUDENTS FOR THEIR FUTURE

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Battlefield Elementary
11108 Leavells Road
Fredericksburg, VA 22407
540-786-4532
Principal: Kara Hurley

Berkeley Elementary
5979 Partlow Road
Spotsylvania, VA 22551
540-582-5141
Principal: Dr. Jack McKinley

Brock Road Elementary
10207 Brock Road
Spotsylvania, VA 22553
540-972-3870
Principal: Nicole Ochs

Cedar Forest Elementary
3412 Massaponax Church Rd
Fredericksburg, VA 22408
540-834-4569
Principal: Daniella Smith

Chancellor Elementary
5995 Plank Road
Fredericksburg, VA 22407
540-786-6123
Principal: Shawn Hudson

Courthouse Road Elementary
9911 Courthouse Road
Spotsylvania, VA 22553
540-891-0400
Principal: Nicholas Kennedy

Courtland Elementary
6601 Smith Station Road
Spotsylvania, VA 22553
540-898-5422
Principal: Tiffany Boggs

Harrison Road Elementary
6230 Harrison Road
Fredericksburg, VA 22407
540-548-4864
Principal: Xanthe McFadden

Lee Hill Elementary
3600 Lee Hill School Drive
Fredericksburg, VA 22408
540-898-1433
Principal: Carroll Ann Lewter

Livingston Elementary
6057 Courthouse Road
Spotsylvania, VA 22551
540-895-5101
Principal: Cindy Franzen

Parkside Elementary
5620 Smith Station Road
Fredericksburg, VA 22407
540-710-5190
Principal: Sean Bellis

Riverview Elementary
7001 North Roxbury Mill Rd
Spotsylvania, VA 22551
540-582-7617
Principal: Jennifer Gardner

Salem Elementary
4501 Jackson Road
Fredericksburg, VA 22407
540-786-8218
Principal: Tara Schohn

Smith Station Elementary
7320 Smith Station Road
Fredericksburg, VA 22407
540-786-5443
Principal: David Peck

Spotswood Elementary
400 Lorraine Avenue
Fredericksburg, VA 22408
540-898-1514
Principal: Jamie Sotzing

Spotsylvania Elementary
7415 Brock Road
Spotsylvania, VA 22553
540-582-5445
Principal: Rebecca Fuller

Wilderness Elementary
11600 Catharpin Road
Spotsylvania, VA 22553
540-786-9817
Principal: Jametha Ruffin

Battlefield Middle
11120 Leavells Road
Fredericksburg, VA 22407
540-786-4400
Principal: Mike Brown

Chancellor Middle
6320 Harrison Road
Fredericksburg, VA 22407
540-786-8099
Principal: John Florip

Freedom Middle
7315 Smith Station Road
Fredericksburg, VA 22407
540-548-1030
Principal: Dr. Eric Wright

Ni River Middle
11632 Catharpin Road
Spotsylvania, VA 22553
540-785-3990
Principal: Dr. Ashley Faaborg

Post Oak Middle
6959 Courthouse Road
Spotsylvania, VA 22551
540-582-7517
Principal: Scott Wilson

Spotsylvania Middle
8801 Courthouse Road
Spotsylvania, VA 22553
540-582-6341
Principal: Paul Workman

Thornburg Middle
6929 North Roxbury Mill Rd
Spotsylvania, VA 22551
540-582-7600
Principal: Julie Hamlett

Chancellor High
6300 Harrison Road
Fredericksburg, VA 22551
540-786-2606
Principal: Dr. Darren Ainsworth

Courtland High
6701 Smith Station Road
Spotsylvania, VA 22553
540-898-4445
Principal: Cliff Conway

Massaponax High
8201 Jefferson Davis Hwy.
Fredericksburg, VA 22407
540-710-0419
Principal: Dr. William Lancaster

Riverbend High
12301 Spotswood Furnace Rd
Fredericksburg, VA 22407
540-548-4051
Principal: Chawrdi Elliott

Spotsylvania High
6975 Courthouse Road
Spotsylvania, VA 22551
540-582-3882
Principal: Robert Marchetti

Spotsylvania Career and Technical Center
6713 Smith Station Road
Spotsylvania, VA 22553
540-898-2655
Principal: Reitha Abed

John J. Wright Educational and Cultural Center
7565 Courthouse Road
Spotsylvania, VA 22551
540-582-7583
Principal: Dr. Terecia Gill

Center for Family and Preschool Services
7409 Brock Road
Spotsylvania, VA 22553
540-582-8816
Christine McCurley

Parent Resource Center
540-582-7060
ESOL: 540-582-7047
Child Find: 540-582-7020
Head Start and VPI
540-582-8816

Rappahannock Juvenile Detention Center
275 Wyche Road
Stafford, VA 22554
540-658-8165
Principal: Brian Bartoszek

SCHOOL INFORMATION

School Hours

High School	**7:35am - 2:20pm**
Middle School	**8:00am - 2:45pm**
Elementary School	**8:45am - 3:30pm**

School Schedule Changes
The decision to close schools due to adverse weather conditions or other emergencies is made by the Superintendent.

Inclement Weather Information
Parents are encouraged to use the following sources to keep updated on schedule changes. Please plan an emergency procedure with your child so that he/she will know what to do or where to go on days schools close early. Notify the school if this plan is different than the routine.

Where to find closing announcements:
SCPS website: www.spotsylvania.k12.va.us
Facebook: @spotsylvaniacountypublicschools
X (Twitter) and Instagram: @spotsyschools

FM Stations:

WBQB 101.5	WGRQ 95.9	WTOP 103.5	WJMA 96.7
WASH 97.1	WMVE 90.1	WWUZ 96.9	
WCNV 89.1	WYSK 99.3	WCVE 88.9	
WFLS 93.3	WGRX 104.5	HOT 90.1	

AM Stations:
WFVA 1230 WTOP 820

TV Stations:
WJLA CH 7 ABC WRC CH 4 NBC WWBT CH 12 NBC
WUSA CH 9 CBS WTTG CH 5 FOX WRIC CH 8 ABC
WTVR CH 6 CBS

The Free Lance-Star: www.fredericksburg.com

Cable Stations:
Comcast Channel 17
Verizon Channel 36
Cox Channel 18

School Delay/Closing Announcements
SCPS' goal is to announce a decision by 5:30am. Extra-curricular activities, contests, team practices, field trips, after-school programs, adult education classes, professional learning and training courses, and community use in schools and on school grounds, including before and after school-age child care (SACC) offered at schools, are canceled when schools are closed.









COMMUNICATION

SCPS is committed to providing parents with news and information at the Division and school levels. SCPS provides information in many ways, such as:

SCPS Website - The SCPS Website (www.spotsylvania.k12.va.us) provides up-to-date and comprehensive information and links to each school website.

Notification System

SCPS utilizes the Apptegy Thrillshare notification system to provide families and employees with email, phone, and text for the following::

1) attendance (an automated calling system that calls and emails parents the same day an absence occurs)
2) emergency (school closings and delays)
3) outreach

Parents must keep their child's emergency contact information up-to-date with the school to ensure the notification system has the correct contact information.

SCPS Mobile App

SCPS has a mobile app that provides easy access to school and division information. Parents and students can download the free app on Android and Apple Devices.

Rooms

Rooms is a secure 2-way messaging system through our Notification System for schools, teachers, and coaches to send broadcasts, announcements, and messages to parents, guardians, andstudents. Rooms is accessed through the SCPS Mobile App. Students, parents and guardians will need a login and password to access Rooms. For more information, visit www.spotsylvania.k12.va.us/page/rooms-support or contact your child's school.

Synergy ParentVUE

ParentVUE is a robust system that includes a photo of your child, attendance, grade book, and other personal information. To access ParentVUE, you will need an activation key. Each Parent/Guardian with educational rights for the student will have a unique activation key. The safest method to provide your activation key to your child's student information is to distribute the activation key face-to-face at your child's school. If you cannot pick up your activation key, a permission form to allow a designee to pick it up is available online at www.spotslyvania.k12.va.us under the Parent Tab. You must have a photo ID to pick up the activation key. The designee must present the signed form when picked up and show their ID to confirm they are the designee. You only need to pick up an activation key from one school if you have multiple children. The activation key will allow you to access your children's information.

Synergy StudentVUE

StudentVUE provides students access to information, including: attendance, report cards, class schedules, grade book (for middle and high school students), course history, discipline, health, and school information.

Public Access Channels

SCPS has a presence on the following cable channels:

- Comcast Channel 17
- Cox Channel 18
- Verizon Channel 36

Social Media

Facebook: @spotsylvaniacountypublicschools, @spotsyescuelas
X & Instagram: @spotsyschools
Youtube: @spotsylvaniacountypublicsc1925

Learning Management Systems

SCPS uses Canvas and Google Classroom as Online Learning Management Systems. These applications allow SCPS to extend learning beyond the traditional school day and beyond school facilities. Students and teachers can access homework and classroom assignments, view class calendars, and explore links to enrichment activities. Canvas has an observer role that will provide parents with limited access to see their student's class. Google Classroom provides parents with the ability to receive daily or weekly summaries of material that has been assigned to their students.

SCPS Tip Line

Students are encouraged to report crimes and other violations of standards of conduct to a school official. However, if the reporting student wishes to remain anonymous, the student may submit the report through the SCPS Tip Line app. Students will have access to the SCPS Tip Line 24/7. School staff can then proactively address these documented critical issues that have been reported. The SCPS Tip line is available on both Apple and Android OS.

Backpack Letters

When needed, letters may be sent home with students to keep parents informed about news at an individual school.

Newsletters

The division and schools distribute newsletters to provide regular information about upcoming events, important dates, ways to get involved and volunteer, classroom updates, tips on helping one's child succeed, and school staff members' messages. Newsletters may be sent home with students or by email.



ENROLLMENT

Admission Requirements

SCPS follows the Virginia State law requiring children to be five years old on or before September 30 in the year of their initial enrollment in kindergarten.

Equal Educational Opportunities/Nondiscrimination Statement

Equal educational opportunities shall be available for all students regardless of sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students. No student, based on sex or gender, shall be denied equal access to programs, activities, services, or benefits or be limited in exercising any right, privilege, or advantage or be denied equal access to educational and extracurricular programs and activities.

The School Board shall:

- Provide facilities, programs, and activities that are accessible, usable, and available to qualified disabled persons;
- Provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- Not exclude qualified disabled persons, solely based on their disabilities, from any preschool, daycare, adult education, or career and technical education programs;
- Not discriminate against qualified disabled persons in health, welfare, or social services.

Registration Procedures

You can pre-register your child at www.spotsylvania.k12.va.us. This online system will expedite the registration process by allowing a parent/guardian to enter the required information about their child before going to their home school to complete the registration process. If you do not have access to a computer, please go to your child's assigned school for assistance. Once the online process is completed, parents are required to present the following documents at their child's school in order for the whole registration process to be completed:

- Two documents verifying residence in Spotsylvania County and within the assigned school attendance zone (See Registration Checklist on the SCPS website)
- Certified copy of the child's birth certificate
- The physical examination form must be completed by a physician no earlier than 12 months before the date of entrance into school if the student is enrolling in a public school for the first time. For students who have been enrolled in public school previously, the physical examination form submitted at the time of first enrollment may be used.
- Documented proof of the required immunizations
- Other health screening as necessary
- Tuberculosis Risk Assessment form
- Report card and/or school records from the previous school (for students K-12)
- Travel History Questionnaire
- Home Language Survey
- Parent/Guardian Government-issued photo ID
- Legal custody Guardianship Documents (if applicable)

Students must be enrolled by a natural parent, adoptive parent, or adult with custody.

Early Childhood Education Programs

Head Start & Virginia Preschool Initiative (VPI)

The school division offers two preschool programs for typically developing children whose families are economically disadvantaged. Head Start is a federal program, and Virginia Preschool Initiative is a state program. These are high-quality preschool environments that promote school readiness for four-year-old preschool-age children. Additionally, these preschool programs offer comprehensive services to enhance children's health and development. The two preschool programs provide a learning environment that utilizes developmentally appropriate practices to meet children's and their families' social, emotional, educational, and physical needs. The role of parents as academic partners is emphasized to support school readiness for the entire family.

Early Childhood Identification & Services (Child Find)

Early Childhood Special Education (ECSE) programs instruct students with developmental delays or other federally defined disabilities. Preschool special education services are designed to provide children with disabilities between the ages of 2 (by September 30) and 5 (and not age-eligible for kindergarten) with services to enhance their developmental functioning. Services are provided in the least restrictive environment. This can include home and community settings, as well as school-based settings. Spotsylvania County Public Schools offers a full continuum of services based on the student's needs.

ECSE Resource services are provided to children with mild to moderate delays in general education, community-based, or home-based settings. Such settings include private preschool, child care, Head Start, and other site-based locations. This allows children with delays to participate in typical programs with their peers while receiving special education to address areas of delay.



PARENT RESOURCES

Attendance Zones

All students shall attend the schools zoned for their legal residence. The school board permits administrative transfers and special assignments. Transfers or special assignments shall not be approved based on school preference or simple convenience (distance from home to school, for example).

Before and After-School Care – School-Age Child Care (SACC)

SCPS has contracted with the YMCA to provide before and after school care at each Elementary school for the 2025-26 school year. For additional information or to register:

- go online at www.family-ymca.org
- send an email to Murphy@family-ymca.org
  or
- call Virginia Murphy, SACC Operations Director:
  (540) 735-9622 x2001

Food Services - *Purpose*

An adequate nutrition program is essential to a child's growth and development and influences higher achievement in school. Spotsylvania County Public Schools recognizes the link between student health and learning. Our school nutrition department remains committed to nourishing our students through every opportunity.

Free and Reduced Price Meal Applications and Eligibility

Parents or Legal Guardians must complete a 2025-2026 school year meal application for their student to be considered for free or reduced-price meal benefits unless their child is enrolled in a CEP-approved school or are directly certified by VDSS.

Community Eligibility Provision (CEP)

All schools will be implementing the CEP program for the 25-26 school year. Students enrolled in schools approved for CEP are eligible to receive one reimbursable breakfast and one reimbursable lunch per day, free of charge. A la carte food items cannot be charged per school division Charge Policy.

Parents/Legal Guardians do not need to complete a meal application. Meal benefits begin on the first day of the 2025-2026 school year. Meal benefits are not retroactive.

Student Account

The School division establishes a school food service account for each elementary, middle, or high school student so that all students can receive a reimbursable breakfast and/or reimbursable lunch that meets USDA program regulations and guidelines. Parents can access their student's accounts, review account balances, set spending limits, and add funds online at www.myschoolbucks.com

Guidelines and Notification Process for Managing Student Meal Account

Negative account balances from previous school years will remain on the student's meal account. Therefore, the parent/guardian will continue receiving negative balance auto-dials from the Food Service Office at least twice weekly. Any debt to the student's account will assume that the parent/guardian is responsible for full payment.

Student Account Balance

Any balance under $10 remaining on a student meal account with no transaction activity for one year or more will not be refunded, except for students eligible for reduced-price meal benefits. By this regulation notification, parents/legal guardians who choose to leave such funds on the student meal account for one year or more have agreed that such funds may be donated to the school division's Food Service General Fund, where such funds will be placed.

Health Services

School nurses provide care and support to all students using the School Nurse Practice Framework (NASN, 2024), which creates an overarching structure that includes concepts integral to the complex clinical specialty practice of school nursing. The Framework provides a graphic illustration of the key principles of professional school nursing practice, reflecting the organization's stance for evidence-based best practice and providing focus to priority school nursing activities. The Framework is an invaluable tool for advancing the practice of school nursing and emphasizing the student-centered activities school nurses perform to support student health, safety, and readiness to learn. NASN believes it has a responsibility to its members and to the public it serves to develop and routinely evaluate a framework for professional school nursing practice.

The Framework is aligned with the Whole School, Whole Community, Whole Child movement and its interdisciplinary approach to student health and learning (NASN, 2020: CDC, 2014).

SCPS is privileged to have a Registered Nurse in every building to support the health care needs of our students and perform mandated screenings. A nurse cannot diagnose, prescribe, or administer medications without a healthcare provider's order. A nurse can assess and provide first aid and comfort measures.

Emergencies

Emergency services (911) will be called to the school, per guidelines and or as indicated by the use of emergency medications to ensure the health and well-being of your student. If your student requires emergency services, every attempt will be made to reach you by phone. The decision to call 911 is made by the schools' Registered Nurse. Declinations over the phone are not accepted. A parent may only decline emergency services directly with EMS if they are present.

Sick at School

SCPS follows recommendations from the CDC & VDH as appropriate to the situation in response to students who present with symptoms consistent with a suspected infectious disease. Recommendations may include school exclusion. Students with an undiagnosed rash, fever as defined by the CDC of 100.4 or greater, vomiting that is difficult to control, re-occurs, and or is accompanied by nausea or diarrhea that is difficult to control re-occurs, and or is accompanied by discomfort should remain home. Students must be fever-free for 24 hours without using fever-reducing medication before returning to school. Students suspected of a contagious disease, a fever (100.4), multiple episodes of vomiting, and or multiple episodes of diarrhea that are unable to be contained are not permitted to remain in school and may not ride the bus home. If a student is found to be unable to participate comfortably in school activities, the parent/guardian will be asked to pick up the student. The student may not ride the bus home.

Respiratory Virus - SCPS follows current recommendations from CDC, VDH, and collaborates with RAHD in response to respiratory virus cases.

Medication at School

Spotsylvania County Public School Board personnel may administer medication to students only under the written order of a licensed healthcare provider and with written permission from the student's parent/guardian. Such medicine must be in the original unopened container and delivered to the school nurse, principal, or designee by the parent/guardian or verified representative. Such medicine must be administered in the school clinic. Healthcare provider orders should include time adjustments for early dismissal days and delayed arrival times. No medication shall be administered and no treatments/procedures shall be performed without a current healthcare provider order.

An exception is made for students with a diagnosis of asthma or anaphylaxis, or both, to self-carry asthma medication and auto-injectable epinephrine; however, an order from a licensed healthcare provider for these medications indicating self-carry and written parent permission is also required, and such medicine must be in the original unopened container and delivered to the school nurse, principal, or designee by the parent/guardian. The nurse must review the order and medication before the student is allowed to self-carry the medication.

Students diagnosed with diabetes, under the written order of a licensed healthcare provider and with written permission from the student's parent/guardian, may carry with 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 their blood glucose levels on a school bus, on school property, and at a school-sponsored activity.

Expired medications will not be administered. The school nurse will adequately dispose of expired medicines upon expiration of the medication. The school nurse will properly dispose of medications not picked up by the end of the school year. Signed orders from a licensed healthcare provider are required for diagnoses requiring medication, treatments, and accommodations during the school day.

Annual Health Screenings

SCPS complies with the Code of Virginia Law 22.1-273, which mandates vision and hearing screenings for all new students and students in grades K, 3, 7, and 10. Parents may decline these screenings based on religious objection by completing the Hearing and Vision Opt-out form at: www.spotsylvania.k12.va.us/healthforms

Allergies at School

Parents/guardians of a student with a known allergy should provide an Allergy & Anaphylaxis Emergency Plan signed by a licensed healthcare provider and student-specific medication. Please note that food allergies also require a Medical Statement to Request Special Meals and/or Accommodations form completed by a licensed healthcare provider. The Medical Statement to Request Special Meals and/or Accommodations form is not needed for non-food allergies. Foods brought into a school building should have an FDA label identifying ingredients/allergens. However, food allowed into each school building is at the principal's discretion. Forms for student health needs are available from the school nurse or online at www.spotsylvania.k12.va.us/healthforms. Please note that the forms are for your convenience. A licensed healthcare provider may write orders on their office forms.

Health Services Department Web Page

Visit www.spotsylvania.k12.va.us/healthforms to view immunization requirements and access to school health forms (noted on page 70).

Spotsylvania County Health Department

The Spotsylvania County Health Department is available to residents and offers the following services:

- Immunizations, Child Development, Epidemiology, Food Safety, HIV/AIDS, Tuberculosis, West Nile Virus, & WIC (Nutrition Services)

For more information, call (540) 507-7400 or visit the Health Department website at www.spotsylvania.va.us/content/20925/20973/default.aspx.

Legal Rights - Divorce and Separation

SCPS intends to remain neutral toward families impacted by divorce or separation. We do not take sides with either parent regarding attendance, school communication, and parent engagement. If you have a legal document outlining custody and/or visitation, please provide a copy to your child's school. We will use this document as a legal base for working with parents and guardians.

Without a legal document, SCPS will collaborate with any available parent or guardian to make appropriate decisions on behalf of the child. SCPS will make every effort to protect all children from emotionally upsetting situations. We ask all parents to refrain from negative comments about others during teacher conferences and school events. Please partner with us by settling parental disagreements and confrontations outside of school.

PARENT RESOURCES

Parent Resource Center (PRC)
Dedicated to promoting a cooperative partnership between families, schools, and the community, the PRC serves all families, school staff, agencies, and the community, emphasizing children with special needs or receiving Title I services. The staff provides support through listening and problem-solving with individuals. Needs vary, and the staff networks within our community and state utilize resources that support those needs. A lending library of books, DVDs, journals, educational games, and pamphlets is available at the PRC to enhance parenting and family interactions and to assist schools in meeting the needs of all children. The staff also offers information sessions for parents and school staff to build positive parent/school partnerships. PRC staff can be reached at prc@spotsylvania.k12.va.us or (540) 582-7060.

The offices and PRC library are inside the Center for Family & Preschool Services building at 7409 Brock Road, Spotsylvania, VA 22553. You may also find information at www.spotsylvania.k12.va.us/PRC and facebook.com/spotsyprc. The PRC is open M-F 8 am - 4 pm (additional hours available upon request).

School Safety
SCPS is committed to excellence in education. To support a school and classroom environment responsive and conducive to learning, we must work together to ensure our schools are safe places to teach and learn.

Bus Behavior Regulations
Bus behavior guidelines for students can be found in the Code of Student Conduct. Additional information regarding student conduct on school buses may be found in the School Board Policy EEACC and EEACC-R.

Code of Student Conduct
By state law, the Code of Student Conduct (SCPS Policy Manual, JFC) is provided to each parent at the beginning of the school year. The Code of Student Conduct addresses the following:
(1) authority of school officials over pupils;
(2) procedures for administering standards of conduct;
(3) student standards of conduct;
(4) drug-related crimes and violent criminal conduct involving dangerous weapons or devices;
(5) suspension and expulsion; and
(6) violations of law.
The Code of Student Conduct can be found on page 25 in this handbook.

Crisis Plans
Each school has developed a written school crisis, emergency management, and medical emergency response plan. This plan addresses the essential procedures, operations, and assignments required to prevent, manage, and respond to critical events or emergencies. Additional information regarding crisis plans may be found in the School Board Policy EB and on the Divisions' website under the Parent tab.

Emergency Drills
SCPS uses the Standard Response Protocols, which include five primary responses: Hold, Secure, Lockdown, Evacuate, and Shelter. Schools conduct emergency response drills (to respond to fire, bomb threats, intruders, tornadoes, and earthquakes) according to state law and other regulations.

Additional information regarding emergency response procedures and safety drills may be found in the School Board Policy EBCB and regulation EBCB-R.

Prosecution of Juveniles as Adults
State law requires school divisions to provide information developed by the Office of the Attorney General to students and parents regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes.

School Safety Audit
Each school conducts an annual School Safety Audit—a written assessment of the safety conditions in the school. The audit aims 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 will include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board's standards for student conduct. Additional information regarding school safety audits may be found in the School Board Policy EB.

School Resource Officer (SRO) Program
This is a cooperative effort between SCPS and the Spotsylvania County Sheriff's Office. The duties of the SRO fall into the broad categories of prevention, investigation, communication, support, and enforcement. The Sheriff's Office has assigned SROs to all high schools, middle schools, Alternative Schools, Spotsylvania Career and Technical Center, and elementary schools.

School Security Officer (SSO) Program
The SSO assists in maintaining a safe school environment by conducting surveillance of school buildings, grounds, and activities and ensuring the school's security by enforcing established rules and regulations. SSOs are assigned to all high schools, middle schools, and the Alternative School.

Security Cameras
Closed circuit video cameras are used in all schools, school buses, and property of the school division to support the health, welfare, and safety of all students, staff, and visitors and safeguard school facilities and equipment.

Sex Offender Registry
SCPS monitors the electronic registration or re-registration of any sex offender in Spotsylvania County and recognizes the danger that 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, All visitors to schools will provide official ID to be scanned through Raptor, which allows screening through all sex offender registries.

Spotsylvania Crime Solvers
Spotsylvania Crime Solvers is a community program geared toward public involvement in the fight against crime. Information can be sent to Crime Solvers via telephone or text at 1-800-928-5822 or 1-800-582-5822.

Parent/Guardian Visitors

Visitors are welcome in our schools. A person wishing to visit a school or any portion of the school grounds must first report to the school's main office or greeter's desk and explain the purpose of the desired visit. When considering all such requests for visits, the school administrator shall safeguard the instructional day from distractions. Persons allowed to visit the school shall be asked to provide a valid government photo identification (U.S. or foreign driver's license, U.S. or foreign government ID, U.S. military ID, Department of Motor Vehicles ID, Passport, Permanent Resident Card (Green Card), or Re-entry Permit), state the purpose of the visit, and obtain and display a visitor identification badge that is to be worn while in the school.

After the visit, the visitor shall sign out through the office or greeter's desk and return the visitor badge. Additional information regarding School Visitors may be found in the School Board Policy KK and KK-R.

Transportation

See School Board Policy JFCC-R (Student Conduct on School Buses) and Policy JFC (Code of Student Conduct) for more information.

Bus Passes

If a student must ride a bus other than his/her assigned bus or get off the designated bus at an existing bus stop, written permission from the parent/legal guardian must be sent to the school office, and a bus permission slip must be given to the bus driver from the principal's office. Consideration must be given to not overload buses when requests are processed by the principal or his/her designee.

Bus Drop-off Requirement

For safety reasons, if a young child is the only child exiting the bus, the child will not be permitted to leave at the bus stop when no responsible party is present to receive the child. The child will be transported back to the child's school, and the school will then notify the parent to pick up their child at the school. Parents will be responsible for picking up their child from the school. Anytime that the bus driver feels uncomfortable dropping off a student at their stop the student will be returned to the school for parent pickup.

Loading/Unloading Restriction

For the student's safety when boarding the bus, the student must be capable of bearing weight on both feet. Students cannot rely on crutches or other mobility devices and cannot hop up or down the steps of the bus. Suppose it is a temporary disability that prohibits the student from loading or unloading the bus correctly. In that case, it shall be the responsibility of the parent/guardian to transport, or a 504 for special transportation would need to be processed.







Withdrawal/Transfers

Parents should immediately notify the attendance secretary as soon as possible when the student will be leaving to attend another school or withdrawing for other reasons.

Attendance Information

Student attendance is a cooperative effort, and the School Board involves parents and students in accepting the responsibility for good attendance. All students aged 5 to 18 shall attend school regularly as outlined in Section 22.1-254 of the Code of Virginia. Five-year-old children, however, may be exempted from kindergarten by their parent or guardian upon notification to the School Board through your child's principal.

Each parent/guardian or person in charge of the child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law. Parents of students who are absent must inform the school of the reason for the absence within three (3) days of the student's return.

Absences

School achievement is related to regular attendance; therefore, students must attend school daily. SCPS aims to have all students maintain a high attendance rate throughout the school year. Students are expected to attend school except in cases of personal illness, family emergency, or death in the immediate family. Students shall be responsible for completing assignments missed due to absences. All absences, whether excused or not excused, are included in the student's academic record. By VA Code 8VAC20-110-130: A pupil shall be dropped from the roll and marked "withdrawn" when a pupil has been absent for 15 consecutive days or more.

Chronic Absenteeism

Chronic absenteeism is defined as missing ten percent (10%) or more of the academic year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month.

Types of Absences

Students are expected to bring a note signed by the parent/guardian indicating why the student was absent upon his/her return to school.

1. Excused Absences - the school may excuse a student's absence for circumstances which include but are not limited to the following:

- a. Personal illness of the student (a 3rd party note may be requested after 10 parental accused absences).
- b. Medical and dental examination and/or treatment of the student when such appointments cannot be scheduled other than during school hours.
- c. Funerals as requested by the parent/guardians.
- d. Observation of a religious holiday.
- e. Required court appearance or legal obligations.
- f. Suspensions or expulsions.
- g. Military obligation.

2. Unexcused Absences - "Unexcused Absence" means an absence where:

- a. The student misses the entire school day and
- b. School personnel have received no indication within three (3) days of the absence that the student's parent is aware of and supports the absence; or
- c. The parent provides a reason for the absence that is unacceptable to the school administration. An example of this would be a parent who writes more than 10 personal illness notes without 3rd party documentation.

It is the student's responsibility to ask the teacher for the makeup work within five (5) days of returning to school from an absence for there to be no grading consequence.

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 student. Students shall be removed only upon request and authorization from their parents or guardians.

Grades

Students will have a reasonable number of days to turn in work as determined by the teacher, principal/principal's designee, and the student. The student must ask the teacher for the make-up work upon returning to school from an absence. Student work may not be penalized because of absences unless the makeup deadlines are not followed.

Credit

Students will receive academic credit for each class they successfully pass, including required verified credits as outlined in School Board Policy IGAA: Grading Systems and IKF: Standard of Learning Tests and Graduation Requirements. School attendance will not be used as a criterion for awarding or denying credit for any given class/course.

Retention

Student attendance should be considered, but attendance cannot be used as the sole criteria for either promotion or retention of students to specific class grades (K-12).

Non-Compliance with Attendance Regulations

Students who fail to attend school for an entire day or any a portion of a school day, are considered to violate the Code of Student Conduct unless the absence is allowed by the parent/guardian and excused by the principal (i.e., skipping school or skipping classes). See School Board Policy JED for more details.

Extra-Curricular Activities

A comprehensive program of interscholastic athletics (grades 6-12, except for football, which is grades 7-12) and extracurricular activities (grades 6-12) are offered for SCPS' students by the Virginia High School League (VHSL) rules, regulations, and guidelines, SCPS' Code of Student Conduct, and the Virginia Standards of Accreditation (SOA). These programs are under the direct supervision of the school principal; see School Board Policy IGDAA-R1 for more information.

STUDENT INFORMATION

Student Fees

Elementary Schools - No Fees

Middle Schools - No Fees

High Schools:

a. Fees charged for enrollment in one or more of the following elective courses.

Fee	Course
$20	Fine Arts - to cover the cost of the consumable art materials
$15	Photojournalism - to cover the cost of supplies

b. Fee charged for consumable workbook used in the following elective courses (student may elect to provide his/her copy of the workbook instead of paying the fee).

Fee	Course
Exact cost plus shipping	Classroom Driver Education - to cover the cost of the consumable workbook

c. The following student parking permit fees are related to the use of an automobile:

Fee	Parking Pass time period
$70	Student Parking Fee - authorized/registration to park in school parking lot for an entire school year
$35	Student Parking Fee - authorized/registration to park in school parking lot for half of the school year
$20	Student Parking Fee - authorized/registration to park in school parking lot for the last 9 weeks of the school year

$10 replacement fee if pass is lost

d. The following fees are related to AP, Dual Enrollment and IB classes:

Course	Fee
AP Exam Fee	Student is responsible for actual cost of exam as determined by the College Board with financial assistance provided by the home school for those students who qualify.
Dual Enrollment Fee	Student is responsible for fees established by the community college
IB Exam Fee	Student is responsible for actual cost of exam as determined by the International Baccalaureate with financial assistance provided by the home school for those students who qualify.

The School Board provides for the reduction or waiver of fees for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay. To apply for a waiver, parents/guardians should Contact the main office of the student's school.

Make-up of School Work/Assessments

The makeup of schoolwork and/or assessments should be coordinated with your student's teacher.

Field Trips

Code of Virginia, 1950, as amended, Section 22.1-78, Section 22.1-176. A field trip is a planned school-sponsored and school-chaperoned activity, which shall be permitted to the extent that it provides an effective means of accomplishing the stated objectives of the instructional program. Field trips on school time shall be limited to those aligned explicitly with instructional objectives and regularly scheduled extracurricular and co-curricular activities.

Fundraising

The raising and soliciting of funds by students outside organizations and staff may be permissible, provided prior approval is obtained from the principal and the superintendent or designee (reference School Board policy for complete details).

Parties

In SCPS elementary schools, we work hard to ensure students' minds and bodies are ready to learn daily. In addition to the hard work our teachers and staff do every day to prepare students for success in the classroom, we also work to encourage healthy eating and physical activity, leading them to lifelong success. We understand that celebrating students is very important, and we are committed to recognizing students healthily and safely.

Like many other schools, we have many students who suffer from life-threatening allergies. According to the Centers for Disease Control (2011), allergies have increased more than 20% among American children since the mid-1990s. Childhood obesity has tripled over the past 20 years. As a school community, we must do all we can to lessen the chances of an allergic incident and work diligently to keep our students safe.

Each year, across our elementary sites, feedback from staff and parents is mixed concerning outside food and treats. We are aware that this is a sensitive subject. Beginning in 2023-2024, we continue celebrating student birthdays as a school-wide community; however, should you choose to provide birthday treats to classmates, these goodies must be non-edible. Cupcakes, candy, and/or other edible items will not be allowed. Your school will reach out with specific, non-food alternative ways you can use to recognize your child's birthday at school. Specific school-wide celebrations will continue with other guidance and forward planning for a safe, healthy event.

Invitations and announcements for private, personal events (birthday parties, etc.) are not to be distributed by students or school staff members. Parents/Guardians are asked not to make such requests. Each school will allow parents to share contact information for similar purposes.

STUDENT INFORMATION

Student Records

The School Board maintains a scholastic record for each student, under the supervision of the principal, which is stored in a secure location. Parents/Guardians have the right to review the contents of their student's academic record per the Guidelines for the Management of Student's Scholastic Records in the Public Schools of Virginia.

Textbooks

Constitution of Virginia, Article VIII, Section 3 Code of Virginia, 1950, as amended, Sections 22.1-238 through 22.1-253. The School Board provides textbooks and certain other instructional materials at public expense. To protect public funds, the School Board requires the student to pay for any lost books or books that have been abused. The student is not expected to pay for everyday wear and tear. Charges for lost books or books abused beyond repair are as follows:

New Book - Full replacement cost

Used Book, Good condition - Three-fourths replacement cost

Used Book, Fair condition - One-half replacement cost

Used Book, Poor condition - One-fourth replacement cost

The school's principal (or designee) determines the extent of the damages. The principal (or designee) has the authority not to issue books to those students who have failed to pay for lost or damaged books.

Weather Guidelines

Below are guidelines that will be used before taking students outside:

- Temperature - In general, not below 35 degrees or above 90 degrees.
- Clothing - Students should have appropriate clothing and shoes for warm and cold weather.
- Type of activity - If students are to be outdoors in lower temperatures, they should be reasonably active. Strenuous activity should be avoided when temperatures are above 90 degrees. Whenever possible, activities should be conducted in shaded areas during excessive heat.
- The heat index system is specially designed for athletic practices and often allows participation over the guidelines stated above; therefore, it should not be used as the standard to determine whether or not physical education classes should be conducted outside. When the Heat Index reaches 90-95, light exercise and activities with unlimited access to water are recommended. Exercise and activities should occur indoors when the Heat Index reaches 95 and above.
- Teachers are not permitted to put sunscreen on students at any time.







ACADEMIC REQUIREMENTS

Diplomas and Certificates

The School Board will award diplomas to all secondary school students, including students who:

- Transfer from nonpublic schools or home instruction;
- Earn the units of credit prescribed by the Board of Education;
- Pass prescribed tests; and
- Meet such other requirements as prescribed by the School Board and approved by the Board of Education.

SCPS will award diplomas and certificates according to state laws and regulations. The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time. Students must meet all graduation requirements in order to participate in SCPS graduation ceremonies.

Student Evaluation and Grading

A. Students in grades K-5 receive a report card every nine weeks based on the student's mastery of standards taught during those nine weeks.

B. Grades 6-12 Current Scale:

A Excellent Accomplishment 90 – 100
B Above Average Accomplishment 80 – 89
C Average Accomplishment 70 – 79
D Below Average Accomplishment. 60 – 69
F Unsatisfactory Accomplishment Below 60

Grade	4.5 Scale	5.5 Scale
A	98 - 100 = 4.50 95 - 97 = 4.25 90 - 94 = 4.00	98 - 100 = 5.50 95 - 97 = 5.25 90 - 94 = 5.00
B	88 - 89 = 3.75 86 - 87 = 3.50 84 - 85 = 3.25 80 - 83 = 3.00	88 - 89 = 4.75 86 - 87 = 4.50 84 - 85 = 4.25 80 - 83 = 4.00
C	78 - 79 = 2.75 76 - 77 = 2.50 74 - 75 = 2.25 70 - 73 = 2.00	78 - 79 = 3.75 76 - 77 = 3.50 74 - 75 = 3.25 70 - 73 = 3.00
D	68 - 69 = 1.75 66 - 67 = 1.50 64 - 65 = 1.25 60 - 63 = 1.00	68 - 69 = 2.75 66 - 67 = 2.50 64 - 65 = 2.25 60 - 63 = 2.00
F	59 or less = 0	59 or less = 0

C. Grade-Point Average Grades 9-12

The computation of a high school student's grade point average is based on a 4.5 scale, with certain designated classes based on a 5.5 scale. The following courses have weighted grades based on the 5.5 scale:

- Advanced Placement courses
- Dual Enrollment courses
- International Baccalaureate courses

For grades nine through twelve and all high school credit courses, numerical grades shall be recorded on the report card and in the permanent record folder.

Screeners/Assessments - Parents/Guardian Notification:

Under HB 410, SCPS will provide timely written notification to the parents of students who:

- undergo literacy and Response to Intervention (RTI) screening and services or
- do not meet the benchmark on any assessment to determine at-risk learners in preschool through grade 12.

The notification shall include all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores.

Promotion and Retention

Elementary and Middle School

The guiding principle for any decision relative to promotion or retention should always be for the student's welfare, and every decision should be made individually. The classroom teacher and principal typically decide on promotion or retention. Parents/Guardians are to be informed early on the possibility of retention. Promotions or retentions need not be based solely upon numerical measurements of attainment. Schools shall use multiple criteria, including performance on Standardized tests, attendance, and developmental factors, for promoting or retaining students in grades 3, 5, and 8.

High School

Grade-level classification is based on the total number of units of credit accumulated as follows:

Freshman. 0-4 units
Sophomore 5 units
Junior 10 units
Senior 15 units and/or eligible for graduation



Advanced Placement (AP)
The Advanced Placement (AP) Program allows students to pursue college-level studies in high school and receive Advanced Placement credit when entering college. Advanced Placement (AP) courses follow the suggested College Board course descriptions and serve to prepare students for the end-of-course AP examinations. The awarding of college credits belongs to the student's college of choice.

Advanced Programs
Students and their parents shall be notified of the availability of Dual Enrollment, Advanced Placement classes, and academic year Governor's School Programs, as well as the qualifications for enrolling in such courses and programs and the availability of financial assistance to low-income students, demonstrating the need to take the Advanced Placement and International Baccalaureate examinations.

Students and their parents shall also be notified of community college programs that enable students to complete an Associate's Degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

Alternative School
SCPS provides alternate education placements for specific circumstances and a GED program. For more information, contact your student's school administration.

Title I Parent Notification of Assessment Opt-Out Policies
On December 10, 2015, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. Section 1112(e)(2) of ESSA states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments. If you would like to receive information about this topic, please contact your child's principal.

Career & Technical Education (CTE)
Code of Virginia, 1950, as amended, Section 22.1-253.13:18 VAC 20-120-40. SCPS provides career and technical educational programs incorporated into the kindergarten through twelfth-grade curricula that include:

- Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, the teaching profession, and emphasis on the advantages of completing school with marketable skills;
- Career exploration opportunities in the middle school grades; and
- Competency-based career and technical education programs integrating academic outcomes, career guidance, and job-seeking skills for all secondary students based on labor market needs and student interests. Career guidance shall include counseling regarding available employment opportunities and placement services for students exiting school.

Commonwealth Governor's School (CGS)
The Commonwealth Governor's School (CGS) is an academic program that provides gifted and highly motivated high school students with challenging, differentiated, interdisciplinary programs in science, mathematics, social sciences, and English.

Course Pathway Guide
The Course Pathway Guide is available online and designed to help parents and students better understand course offerings and provide information that will assist with future academic planning. Academic and career planning are essential processes that require collaboration among parents, students, counselors, and teachers.

Curriculum Development
Code of Virginia, 1950, as amended, Sections 22.1-78, 22.1-253:13.1. SCPS has a process for curriculum development. A broad teachers and staff team aligns and develops a curriculum based on VA Standards of Learning. Standards are analyzed, and a scope and sequence pacing guide is created. Assessments are generated based on this pacing. Teachers utilize these guides and assessments to provide feedback based on student data and needs. The curriculum pacing is adjusted accordingly by the identified curriculum team every year.

Dual Enrollment (DE)
Dual Enrollment is a unique enrichment program in which high school students can take college courses in their high school. Courses are taught by high school instructors who have the qualifications to teach at the college level. Students earn college credits while completing their high school requirements.

To receive credit, students must maintain attendance and grade requirements set by the college or university. Students should work with their school counselor to discuss credits transferring to colleges and universities. Interested students should discuss Dual Enrollment options with their high school counselors.

Early College Scholars Pathway
The Early College Pathway is an academic advancement plan in which high school students can concurrently earn a General Studies Associate Degree (62 credits) or a General Education Certificate (33 credits). The Early College Pathway varies among school districts depending on their Dual Enrollment, Advanced Placement, and/or International Baccalaureate offerings. Students interested in the pathway are encouraged to speak with a school counselor at their high school or contact an academic counselor at Germanna Community College for additional information.

Elementary Education
Curriculum and standards-based instruction at the elementary level reflect a developmental approach centered on individual subject areas' concepts, skills, and processes. Different levels of ability, development, and learning styles are expected, accepted, and used to plan and design grade-appropriate learning experiences for every child. The Virginia Standards of Learning (SOL) provides the framework for what will be taught at each grade level. The division curriculum emphasizes basic skills and is rich in content, including problem-solving and decision-making strategies. Technology integration is vital in instruction and skills incorporated throughout the curriculum. Visit our website at www.spotsylvania.k12.va.us to review specific curriculum maps and guides. VDOE Curriculum Frameworks can be found at www.doe.virginia.gov/testing/index.shtml.

Language Arts and Communication

The elementary language arts program is based on a continuum of literacy skills and strategies focusing on communication and multimodal literacies, reading, writing, and research. Instruction emphasizes phonemic awareness, phonics, vocabulary, fluency, and comprehension. As students transition from primary grades (K-2) to the intermediate grades (3-5), they build on those foundational skills as they become increasingly proficient in reading, writing, researching, and communicating.

Mathematics

The mathematics curriculum supports students in using the following processes: problem-solving, mathematical communication, mathematical reasoning, connections, and representations. The curriculum focuses on specific content strands of number and number sense, computation and estimation, measurement and geometry, probability and statistics, patterns, functions, and algebra.

Students must learn to use various methods and tools to compute, including paper and pencil, mental math, estimation, and technology. Students use multiple representations (graphical, numerical, algebraic, verbal, and physical) to relate concepts and procedures from different topics within mathematics and other content areas.

History and Social Science

The study of history and social sciences is vital in a democratic society. All students need to know and understand our national heritage to become informed citizens in shaping our nation's future. The history and social science curriculum follows the Virginia Standards of Learning. Students will apply social science skills to understand the inter-relationships among the content of history, geography, economics, and civics and become actively engaged in their learning.

Science

In the elementary grades, students receive an introduction to the study of science through observation, investigation, and experimentation. K-5 science focuses on the areas of Scientific and Engineering Practices Force, Motion, and Energy Matter; Living Systems and Processes; Earth and Space Systems; and Earth Resources. The six critical components for achieving science literacy are Goals, Investigation, and Understanding the nature of Science; Science and Engineering Practices; Safety; and Instructional Technology. These components support the Profile of a Virginia Graduate and an integrated instructional approach that incorporates science, technology, engineering, and mathematics (STEM).

Health

The goal of the elementary health program is to support students in developing an increased awareness of overall health concepts (body systems, nutrition, physical health, disease prevention/health promotion, substance abuse prevention, safety, injury prevention, and community/environmental health). Key curriculum components foster individual growth while helping students practice communication and decision-making skills. These skills are reinforced in 5th grade through the DARE (Drug Awareness Resistance Education) Program.

Encore Classes

Encore subjects include art, music, library, and health/physical education. Students attend Encore with a specialist once per week for art, music, and library and twice weekly for physical education. Students are assessed in specific areas in grades four and five. Proper shoes must be worn for safety in physical education classes.

Recess

In addition to two P.E. classes per week, students receive daily physical activity, essential in a healthy learning environment. Individual student recess should only be removed as a last resort to address student behavior and academic needs. If weather conditions limit outdoor activity, physical activity may be coordinated in the classroom.

Language Instruction Educational Program (LIEP)

20U.S.C. Sections 6311, 6312, 6825, 7012; Code of Virginia 1950, as amended, Sections 7.1-42; 22.1-5.

Identification

To comply with federal requirements, as part of the enrollment process, all parents/guardians must complete the Home Language Survey (HLS) for each student enrolling. This information determines the need for further English language proficiency screening and possible Language Instruction Educational Program (LIEP) services. Families registering students are assisted in completing the documents and registration materials on-site as needed or are referred to the English for Speakers of Other Languages (ESOL) Welcome Center for further assistance.

Screening

If the family indicates a language other than English on the HLS, the student's English skills in reading, writing, listening, and speaking will be assessed. Students with limited English proficiency are provided LIEP services as a part of their instructional program. Parents will be notified in writing of their student's qualification for LIEP services.

Placement and Services

Students identified as qualifying for LIEP services will be placed in a language instruction education program based on their English language proficiency level and grade. English Learner (EL) students in grades K-8 are placed at the grade level appropriate for their age. LIEP instruction in SCPS is content-based, and English is used for instruction. The type of program, the model, and the delivery of instruction depend upon the needs and proficiency levels of the student.

Family Life

In compliance with the Virginia State Board of Education, Family Life Education is designed to help students understand and adjust to the physical, social, and emotional aspects of growing up. Developed by a broad-based community team, the program uses the state's standards to ensure that students learn to build on their strengths, make informed decisions, and relate well to each other. Parents and community members may preview all materials used in the program. Parents may choose to "opt" their students out of any activities associated with the program. The "Opt-Out" form is available from the school office.

Gifted Services

Code of Virginia, 1950, as amended, Sections 22.1-18.1 and 22.1-253.13:1.D.6, 8 VAC 20-40-40, 8 VAC 20-40-55, 8 VAC 20-40-60. Students are universally screened for gifted services using nationally normed ability assessments. Results from the evaluations are used to identify candidates for further screening. Students may be referred to participate in the Spotsylvania County Program of Enrichment (SCOPE). A student, parent/guardian, or teacher may make referrals. Gifted Resources Teachers (K-8), Gifted Coordinators (9-12), and school counseling personnel can provide additional information about talented services offered in SCPS.

Grades K - 2 - Students may be found eligible for enrichment gifted services. All kindergarten students are screened annually. All 2nd-grade students are screened annually for our identified gifted program, the Spotsylvania County Program of Enrichment (SCOPE), with services beginning in 3rd grade.

Grades 3 - 5 - Students may be found eligible for services in our identified gifted program, the Spotsylvania County Program of Enrichment (SCOPE). There are two referral windows for students in grades 3-5. The windows are published on the division website at the beginning of the school year.

Grades 6 - 8 - SCOPE services continue in the middle school for students identified in elementary school. At the secondary level, there are two referral windows during the year. The windows are published at the beginning of the school year.

Grades 9 - 12 - Opportunities are available for students to pursue challenging coursework and independent study options. Gifted Coordinators at each high school support students in finding the path that best meets their needs and interests. More information can be found in our Local Plan for Gifted Education posted on the Gifted Services web page under the instruction tab. As amended, Homebound & Correspondence Instruction Code of Virginia, 1950, Sections 54.1-2952.2 and 54.1-2957.02, 22.1-254.

Homebound Instruction

A homebound instruction program exists for students confined for a duration that would prevent regular school attendance based upon certification of need by a licensed physician, nurse practitioner, or clinical psychologist. Any credits earned shall be considered a part of the student's regular school work and recorded on the cumulative record. The student shall be marked on the school register as present during such instruction.

Correspondence Courses

Standard units of credit will be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program, and the work is done under the supervision of a licensed teacher or a person eligible to hold a Virginia license, approved by the school board. Verified credit units may be earned when the student has passed the SOL test associated with the completed correspondence course. Contact your student's school counselor for more information.

Home School Instruction

Any parent/guardian of any student who will have reached their fifth birthday on or before September 30 of any school year, and those who have not passed their eighteenth birthday may choose to provide home instruction instead of school attendance if the parent holds a high school diploma or is a teacher of qualifications prescribed by the Board of Education; or provides a program of study or curriculum which may be delivered through a correspondence course or distance learning program or in any other manner; or provides evidence of ability to provide an adequate education for the child.

Any parent/guardian who elects to provide home instruction in place of school attendance shall annually notify the Superintendent or Designee no later than August 15 of the parent's intent to instruct the student and provide a description of the curriculum to be studied during the coming year and evidence of having met one of the criteria for providing home instruction. Any parent who moves into a school division or begins home instruction after the school year has begun shall notify the Superintendent or Designee of the parent's intent to provide home instruction and shall comply with the requirements of this policy within thirty days of such notice.

Home-instructed students seeking full-time re-enrollment in SCPS will not be placed in a specific grade level class unless they can demonstrate mastery of all the prerequisite classes. It is the student's responsibility to provide evidence of mastery. Students may be required to take examinations in each grade or course for which they wish to establish placement and/or credit.

International Baccalaureate (IB)

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. The IB organization must authorize schools to offer any of the programs. The IB program is located at Spotsylvania High School.

Instructional Materials - Code of Virginia, 1950, as amended Section 22.1-238, 8 VAC 20-720-160. Parents may inspect, on request, any instructional material used as part of their student's curriculum.

Library Resources and Books - Code of Virginia: 8 VAC 20-131-190. Each school maintains a library media center and provides a unified program of media services and activities for students and teachers. The library media center contains print, digital, and electronic resources, materials, and equipment to meet the instructional program's research, inquiry, reading requirements, and general student interest. Our libraries serve as resource hubs for our schools. We strive to ensure our collections meet all students' learning needs and interests. To provide a quality collection of resources, lost/damaged books must be replaced. Librarians will collect funds for lost/damaged books using the same process outlined for textbooks in this handbook. Students/Families are responsible for fines associated with lost or damaged books. Every effort will be made to work with families to repay a fine or replace resources.

Online Courses and Virtual School - Code of Virginia, 1950, as amended, Section 22.1-212.24, Section 22.1-212.25, Section 22.1-212.26, Section 22.1-212.27, Section 22.1-296.1, Section 22.1-296.2, Section 22.1-296.4. Information regarding online courses and programs available through the school division is posted on the division's website. The information includes the types of online courses and programs available to students through the division and the granting of high school credit. Students enrolled in any online course or virtual program offered by the school division shall be enrolled in a public school in Virginia as provided in Virginia Code Section 22.1-3.1. A student who resides in the SCPS division will not be charged tuition for enrolling in any online course or virtual program offered by the school division. Online opportunities may be available to students in addition to the regular school day, such as evening or summer online learning programs. Because these programs are supplemental, tuition may be charged. Families interested in pursuing additional online coursework outside of SCPS should consult with their child's school counselor before enrollment to ensure credit may be awarded for completed coursework.

Remedial Instruction - Code of Virginia, 1950, as amended, Sections 22.1-253.13:1 and 22.1-254.01, 8 VAC 20-131-120, 8 VAC 20-630-40. Any student who does not achieve 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 to award a verified unit of credit shall be required to attend a remediation program or participate in another form of remediation. Remediation programs shall include, when applicable, a procedure for early identification of students at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required to award a verified unit of credit. Such programs may include summer school for all elementary and middle school grades and all high school academic courses, as defined by regulations promulgated by the Board of Education or other forms of remediation.

Summer School - The courses offered, and the quality of instruction in the summer school program shall be comparable to that provided 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 new work. With prior approval of the principal, students may be allowed to enroll in repeat courses. For all situations, students must meet the requirements for SOL testing, if appropriate.

School Counseling Services

Code of Virginia, 1950, as amended, Sections 22.1-209, 8 VAC 20-620-10. The following counseling services are available to all students:

- Academic Counseling - assists students and their parents/guardians with acquiring knowledge of the curriculum choices available, planning a program of studies, interpreting academic testing, and seeking post-secondary educational opportunities.
- Career Counseling - helps students acquire information to develop a plan of action for work, apprenticeships, and post-secondary educational and career opportunities.
- Personal/Social Counseling - helps students develop an understanding of themselves, understand the rights and needs of others, learn how to resolve conflict, and define individual goals that reflect 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 are not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect not to have their students participate in personal/social counseling by notifying their school in writing.

No student must participate in any counseling program to which the student's parents object. Parents are notified annually about the available counseling programs to their students and may review any audio-visual materials associated with school counseling programs by contacting their student's school.

Employment Counseling and Placement Services

Secondary students are offered employment counseling and placement services to provide information related to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession.

Secondary Education - The Middle and High School Course Pathways (available online) describes available courses and programs to enable students and parents to make informed decisions on course selections. Course availability is subject to enrollment numbers.

Special Education - The Office of Special Education for SCPS is fully committed to providing the student's family with disabilities special education services along a continuum of services that offer access to and participation in the activities of the school and community environments as appropriate to the age and educational needs of the student.

Services to students with disabilities are planned with long-term outcomes in mind. Annual goals and objectives consider development in curriculum and instruction, functional skills such as independent functioning, social and emotional functioning, communication, and career skills. Teachers are committed to their role as integral participants of the IEP team in working collaboratively with the student's families and other educational stakeholders. SCPS complies with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

SCPS protects the rights of students with disabilities, allowing them to be educated by teachers trained to provide access to the general curriculum, instruct adapted curriculum, utilize various instructional strategies, and take advantage of supplementary materials appropriate for the student's educational program.

SCPS provides students with disabilities a continuum of service options ranging from least to most restrictive:

- General education classes
- Inclusive/collaborative general education classes
- Pull-out/resource services
- Consultative/monitoring support
- Self-contained services
- Home-based instructional services
- Early Childhood Special Education (ECSE-Preschool aged 2 - 5)

Students may also receive services in settings such as public separate, private day, residential schools or hospitals when appropriate.

Across the continuum of special education services, SCPS serves students with one or more of the following identified disabilities:

- Autism
- Developmental Delays (ages 2-6)
- Emotional Disability
- Deaf and Hard of Hearing
- Learning Disability
- Intellectual Disabilities
- Multiple Disabilities
- Traumatic Brain Injury
- Orthopedic Impairments
- Speech and Language Impairment
- Other Health Impaired
- Blind or Visually Impaired
- Deaf-Blind

Related Services, such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy, allow students to benefit from their individualized special education program.

Programs for Students with Disabilities

20 U.S.C. Section 1400 et. seq., 29 U.S.C. Section 701 et. seq., 40 U.S.C Section 12101 et. seq., Code of Virginia, 1950, as amended, Sections 22.1-213 and 22.1-215, 8 VAC 20-81-50, 8 VAC 20-81-80, 8 VAC 20-81-100, 8 VAC 20-81-110, 8 VAC 20-81-130,8 VAC 20-81-170. SCPS provides an accessible, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of Spotsylvania, or who are not residents of Spotsylvania but are residents of Virginia, and who are enrolled in a full-time virtual school program provided by the Board. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled. An Individualized Education Program (IEP) is developed and maintained for each child with a disability SCPS serves.

Substance Abuse Prevention Education

The following shall apply to drug education prevention programs in the Spotsylvania schools:

- Instruction in substance abuse shall be included in all health education classes in Grades 1-10.
- Grades 10-12 shall incorporate instruction on substance abuse, which has appropriate contributions to make to the overall drug education program.
- Health shall be emphasized throughout the entire curriculum, Grades 1-12, with one (1) objective: to predispose students to make intelligent decisions regarding their health.
- The substance abuse curriculum in health education classes shall follow the revised health education instructional guides of the Virginia Department of Education.

Technology Resources for Students

18 U.S.C. Sections 1460, 2256; 47 U.S.C. Section 254; Code of Virginia, 1950, as amended, Sections 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78. SCPS provides technology and digital resources for use by faculty, students, and staff, including, but not limited to, the school division's central computer system, desktop and laptop computers, peripherals, networks, software, data, labs, computer-related supplies, media retrieval and projection systems, telephone systems, photocopiers, access to the Internet, and any other instructional technology. Every student enrolling in SCPS will be given a G Suite for Education student email account for instructional and educational purposes only. Should you wish your student not to receive a G Suite student email account, please submit a written request to your student's school. Students are always expected to adhere to the SCPS Technology Use Guidelines. A copy of this regulation can be found in the Appendices section of this booklet.

Title I/Reading Support (K-5)

Title I resources are allocated to schools based on free/reduced lunch percentages. Both Title I-designated schools and those not Title I receive reading intervention support and have highly qualified reading specialists on staff. Intervention is provided based on need and determined by various screening tools and assessments.

Standards of Learning (SOL) Tests

Code of Virginia, 1950 as amended, Sections 22.1-253.13:1, 22.1-253.13:3, and 22.1-253.13:4, 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-110. 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 academic program and other education objectives. Together, they are designed to develop the skills necessary for success in school and preparation for life in the years beyond.

SCPS has developed and implemented an instruction program aligned with the Standards of Learning that meets or exceeds the requirements of the Board of Education.

In grades 3 - 8, the Standards of Learning (SOL) tests are required by the Board of Education, and each student is expected to take the SOL tests. Schools may use the SOL test results as part of a set of multiple criteria for determining the promotion or retention of students. Legislation passed in the 2021 General Assembly (HB2027 and SB1357) requires the implementation of "through course" assessments in reading and mathematics in grades 3 - 8. STAR Reading and i-Ready Math assessments will be administered in the fall and winter. The grades 3-8 reading and mathematics assessments administered to students in spring will be the commonly occurring SOL CAT assessments.

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 assessments where necessary. All students identified as English Learners (EL) will participate in the SOL testing program. A school-based committee will determine the participation level of EL students. Third through eighth grade EL students may be granted a one-time exemption from history and social studies testing. EL students who have attended school in the US for less than 12 months may receive a one-time exemption in grades 3 - 8 for the Reading SOL test.

Retaking SOL Assessments

Code of Virginia, 1950, as amended, Sections 22.1 253.13:1, 22.1-254(D), 8 VAC 20-131-30, 8 VAC 20-131-110. In grades 3 - 12, where the Board of Education requires administering Virginia Assessment Program tests (SOLS), students must take the SOL test following instruction. Regardless of grade span, all students can retake a failing non-writing SOL under specific criteria. The criteria differ for secondary End-of-Course (EOC) tests and grades 3 - 8 tests.

SOL Assessments in Grades 9-12 End of Course

Guidance Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia 8 VAC 20-131 (Virginia Board of Education as amended January 13, 2011). Eligible students may qualify for an expedited retake of an end-of-course SOL assessment to earn a verified credit where the student meets the criteria established by the Virginia Board of Education.

Under the criteria established by the state Board, the student must:

1. Need the test for verified credit; and
2. Have a passing grade in the course associated with the test and one of the following:
   - failed the test by a narrow margin or
   - failed the test by any margin and have extenuating circumstances that would cause retesting

For these criteria, "narrow margin" means a scaled score of 375-399. The division superintendent and/or designee will determine what constitutes "extenuating circumstances" and "legitimate reasons" to establish eligibility for an expedited retest of an end-of-course SOL assessment.

SOL Assessments in Grades 3 - 8

Local school divisions may offer expedited retakes of the SOL Reading, Mathematics, Science, and History tests for students grades 3 - 8 who meet the following criteria:

The student must have a passing grade in the course associated with the test and one of the following:

- failed the test by a narrow margin or
- failed the test by any margin and have extenuating circumstances that would warrant retesting

For these criteria, "narrow margin" means a scaled score of 375-399. The division superintendent and/or designee will determine what constitutes "extenuating circumstances" and "legitimate reasons" to establish eligibility for an expedited retest of an SOL assessment. In addition, the following conditions shall apply:

- If a school division elects to offer expedited retakes of SOL tests, parents of eligible students shall be notified (a) of the opportunity to retake the test(s): (b) that a decision not to retake any or all of the test(s) will not impact the student's grade or academic record; and (c) of the opt-in requirement.
- Before additional testing, school divisions shall obtain and maintain documentation of affirmative parental consent and permission for their student to take an expedited retake.

ACCESS for English Learners

Students identified as English Learners will be assessed in English language proficiency— reading, writing, speaking, and listening - each year during the January/February/March time frame. The ACCESS for ELLs 2.0 test is based on the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards.

Virginia Kindergarten Readiness Program (VKRP)

The VKRP is a statewide initiative focusing on understanding students' readiness in social skills, self-regulation, mathematics, and literacy (via VALS). VKRP recognizes that students' academic and social-emotional skills are equally crucial for long-term success. Results from VKRP help teachers and families understand and monitor students' growth across the school year. Additional information can be obtained from www.vkrponline.org.

Adult/Parent Volunteers

Code of Virginia, 1950, as amended, Section 22.1-78, 8 VAC 20-131-20, 8 VAC 20-131-270. SCPS encourages and welcomes volunteers. Specific volunteers will be fingerprinted for a criminal background investigation. These volunteers include those who will have direct contact with students in athletics, mentoring, and providing health services, unpaid club sponsors, volunteers of PTOs/PTAs, and band boosters who are responsible for large sums of money collected on behalf of the organization and school, unpaid intern assignments, and student teachers. Before participating in such activities, the volunteer must disclose prior convictions of the law other than minor traffic violations or juvenile offenses and complete an authorization form. Contact the SCPS Human Resources Department for more information.

Visiting the Schools

Code of Virginia, 1950, as amended, Sections 18.2-128; 18.2-415, 22.1-79. Visitors are welcome in the schools. All visitors must report to the school or School Division facility's main office or reception area, provide valid government photo identification, state the purpose of their visit, and obtain and display a visitor identification badge. See Regulation KK-R (Visitor Badges) for additional Information. Conducive times to visit beyond the office should be arranged in advance.

The safety and wellbeing of our students, staff, and community is our top priority. As part of our continued security efforts, SCPS has begun adding weapons detection screening technology at secondary sites. Visitors entering schools with weapons detection systems are required to pass through this screening technology when visiting during school academic hours. Visitors will undergo secondary screening by staff for any alerts. Visitors with concerns including carried or implanted medical devices and cochlear implants, are encouraged to consult with their medical provider for further guidance. Visitors can contact the school principal if requesting an alternative screening method.

Unauthorized Visitors

Potential visitors, including parents who are registered sex offenders, should consult Policy KN: Sex Offender Registry Notification and Policy KNA: Violent Sex Offenders on School Property before arriving on school property or at school-sponsored activities. The building administrator will request unauthorized persons, including suspended students, to leave the school grounds.

It is unlawful for any person to enter a school after hours without the consent of an authorized person except to attend an approved meeting or service. Persons violating this provision may be prosecuted.

School Events & Conferences

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

Observation/Classroom Visitor

To protect confidentiality and preserve instructional quality, any time a parent wants to observe a classroom, a request must be made to the principal. After selecting an agreed-upon time, an administrator will accompany the parent in the classroom for no more than a 30-minute observation.

SCPS

Code of Student Conduct

CODE OF STUDENT CONDUCT

A. GENERAL PROVISIONS

1. Positive Expectations of All Students.
As part of our Division's mission and strategic objectives, schools use a positive behavioral system. Positive behavioral interventions are interrelated with the Code of Student Conduct, both of which focus on ways to prevent violations of the student standards of conduct and create an environment that nurtures positive behavior.

2. Rights and Responsibilities of Students.
Students' rights include, but are not limited to:
a. Attending school and receiving a free and appropriate public education.
b. Expecting that school will be a safe and orderly place that is focused on providing equitable educational opportunities.
c. Being respected and treated courteously and fairly by other students and school staff.
d. Expressing ideas verbally and/or in writing in accordance with SCPS policies and procedures.
e. Dressing in a way that expresses one's personality while following the SCPS dress code.
f. Having appropriate opportunities to participate in school activities.
g. Having access to relevant information concerning drug and alcohol abuse.
h. Helping create a school environment that is free from bullying, intimidation, harassment, or discrimination.
Student responsibilities include but are not limited to:
a. Attending school daily, regularly, and on time, performing to the best of one's ability, being prepared to learn, and taking advantage of educational opportunities.
b. Being aware of all expectations regulating behavior and conducting oneself in accordance with these guidelines.
c. Abiding by all laws of the Commonwealth of Virginia.
d. Dress appropriately according to the SCPS dress code.
e. Seeking information and services that can help address personal problems.
f. Reporting and encouraging others to report any incidents of bullying, intimidation, harassment, or discrimination.
g. Reporting and encouraging others to report anything that negatively impacts the safety of self or others.

3. Rights and Responsibilities of Parents/Guardians.
Parent/guardian rights include but are not limited to:
a. Being actively involved in their child's education.
b. Being treated courteously, fairly, and respectfully by all SCPS employees.
c. Receiving information about the policies and procedures of the Spotsylvania County School Board that relate to your child's education.
d. Receive regular reports (written or oral) from school staff regarding your child's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
e. Receiving information and prompt notification of inappropriate or disruptive behaviors by your child and any disciplinary actions taken by administrators or school staff.
f. Receiving information about due process procedures for disciplinary matters concerning your child, including information on conferences and appeals.
g. Receiving information from school staff about improving your child's academic or behavioral progress.
h. Receiving information about services for students with disabilities and English language learners, when applicable.
i. Receiving communication through provided translators when appropriate.
Parent/guardian responsibilities include but are not limited to:
a. Have your child regularly attend school on time and communicate reasons for absences and tardiness to school staff.
b. Informing SCPS staff about any concerns and/or complaints in a respectful and timely manner.
c. Working with school administrators and teachers to address any academic or behavioral problems your child may experience.
d. Supporting SCPS by communicating to your child about acceptable and expected school behavior.
e. Becoming familiar with and complying with the policies of the Spotsylvania County School Board, administrative regulations, and the Code of Student Conduct.
f. Providing and maintaining updated contact information to SCPS and your child's individual school.
g. Supporting student participation in offered academic support programs.
h. Being respectful and courteous to staff, other parents/guardians, and students at all times.
i. As permitted by Virginia Code Section 22.1-279.3 (C), parents will sign a statement of receipt after receiving the Code of Student Conduct. Note that a parent's signature does not waive but expressly reserves their rights protected by the constitutions or laws of the United States and the Commonwealth.
j. As permitted by Virginia Code Section 22.1-279.3 (d), parents and guardians may be requested to meet with the principal or designee to review the school board's Standards of Student Conduct. The parent or parent's responsibility is to participate with the school in disciplining the student and maintaining order, ensure the student's compliance with the compulsory attendance law, and discuss improvement of the child's behavior, school attendance, and educational progress.

4. Attendance.
All students aged 5 to 18 shall attend school regularly as outlined in Section 22.1-254 of the Code of Virginia. See School Board Policies JEA (Compulsory Attendance Ages), JED, JED-F, and JED-R (Student Attendance), and this Handbook for more information. The Virginia Department of Education (VDOE) defines chronic absenteeism as a student missing 10% or more of their school year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month.

5. Authority of School Officials Over Pupils.
a. In accordance with Section 22.1-78 of the Code of Virginia, the power of school authorities is not limited to violations occurring on school property during school hours. The school has authority over the conduct of students who are on their way to and returning home from school, regardless of whether the student is using school bus transportation, private vehicle, or walking. While such authority does not alienate students from proper parental authority, students may be subject to discipline for violations of school regulations, which are detrimental to the interests of the school or adversely affect school discipline. The school also has authority over students who are participating in or are in attendance at a school-sponsored activity or school-related event.
b. In accordance with Section 22.1-277.2:1 of the Code of Virginia, any student who has been charged with certain criminal offenses may be placed in an alternative education program, even if the offense did not occur on school property or during school time. If such an offense did occur on school property, students are subject to disciplinary action, including suspension and expulsion, regardless of whether the student has been charged criminally.

c. In accordance with Section 22.1-277 of the Code of Virginia, students who are adjudicated delinquent or convicted of certain criminal offenses may be suspended, expelled, or placed in the alternative education program, even if the offense did not occur on school property or during school time.
d. Further, while the school division does not desire to infringe upon the individual rights of students, when certain off-campus conduct of students detrimentally affects other students, school personnel, and/or the educational process, such conduct may subject students to discipline. Specifically, conduct and speech that occurs off school property may expose students to disciplinary action if such conduct or speech creates a substantial disruption to the educational process or is detrimental to the welfare or safety of other students or school personnel.

6. Consistent Enforcement.
Consistent enforcement of rules and regulations by teachers and administrators is an essential component of an effective school discipline program. Communication among teachers and/or administrators plays an important role in the consistent enforcement of rules and regulations. In the case of administrators, if more than one administrator is involved in decisions regarding discipline, conferences should be held on a regular basis concerning how certain situations are being handled so as to establish and maintain consistency. In the case of teachers, using a specific plan of action agreed upon by the faculty and administration is essential. Exceptions to consistent enforcement of consequences for misbehavior occasionally need to be made. Exceptions to routine enforcement procedures, however, should be made on a consistent basis.

7. Communication of Code of Student Conduct to Parents and Students.
A copy of the Code of Student Conduct (or other appropriate document that details and explains the expectations and consequences identified in the Code) shall be made available to every parent and every student at the beginning of the school year or upon registration for those students who enroll thereafter.

Signatures from a parent and from the student (grades 3-12) shall be required on an appropriate form which indicates receipt of a copy of the Code, the signee having read the Code and the signee accepting the responsibility of abiding by the Code. The assistance of parents (or guardians) in this regard is required by Section 22.1-279.3 of the Code of Virginia (state law).

The Code of Student Conduct will be available for all families upon your initial sign into StudentVUE and ParentVUE prior to the start of school. Parents and students have the ability to electronically view and acknowledge receipt of the Code of Conduct.

8. Violent Criminal Conduct Involving Dangerous Weapons or Devices or Drug-Related Crimes.
This Code of Student Conduct provides that whenever a student engages in violent criminal conduct involving dangerous weapons or devices or drug-related crimes, action will be taken in accordance with Sections C & D.

9. Teacher Removal of Students From the Classroom.
School Board policy allows a teacher to remove or request the removal of a student from the classroom for disruptive behavior, as detailed in Policy JFCA. This policy does not negate or replace the normal disciplinary referral process used by the schools to report violations of the Code of Student Conduct by teachers to the school administration and subsequent disciplinary action taken by the administrators.

10. Corporal Punishment.
Section 22.1-279.1 of the Code of Virginia prohibits corporal punishment to discipline students. School personnel, however, may use "reasonable and necessary force" to maintain order and control; to remove a student from a disturbance that threatens physical injury to persons or property; to prevent self-infliction of harm or to defend oneself, or to obtain possession of weapons, controlled substances, or drug paraphernalia.

PROCEDURES FOR ADMINISTERING STANDARDS OF CONDUCT

1. Span of Coverage.
a. These procedures are not intended to eliminate the responsibility of a classroom teacher to manage minor classroom violations of discipline.
b. The procedures described in this section are intended to establish standards by which the principal or designee must address a non-minor violation of Student Standards of Conduct.
c. A principal or designee shall be responsible for responding to a student violation when one or more of the following conditions are present:
i. the student violation of conduct has become too severe for the classroom teacher;
ii. the misconduct is a non-minor violation of the Student Standards of Conduct;
iii. the principal or designee desires to become involved in managing the student's conduct violation or
iv. the classroom teacher requests that the principal or designee become involved verbally or in writing.
d. A principal or designee shall be responsible for conducting and/or supervising a thorough investigation of any alleged student violation involving (1) drug-related crimes or (2) violent criminal conduct, so that the principal or designee will be able to present a comprehensive report on such matter to any or all of the following: the law enforcement officers investigating the matter, the Commonwealth Attorney's Office, the Juvenile and Domestic Relations District Court, the Disciplinary Review Hearing Officer.

2. Investigative Stage.
In cases where a principal or designee shall be responsible for handling or investigating a student violation, the responsibilities of the principal or designee during the investigative stage are as follows:

- a. The principal or designee shall investigate violations of school rules to establish relevant facts and circumstances of the violations considered to be appropriate. As a part of that investigation, alleged victims, perpetrators, and witnesses may be interviewed. Witnesses of the alleged infringement may be recommended by the student (alleged victim or alleged perpetrator) or parent.
- b. In circumstances involving alleged crimes, law enforcement officials shall be permitted to question students under the authority of the school and following the current Memorandum of Understanding. A reasonable effort will be made to notify the student's parent/guardian unless the parent/guardian is a suspect or he/she would be interested in impeding the criminal investigation, or such notice would violate Virginia State Law. Such notification may occur after the law enforcement official questions the student. Where appropriate, a school administrator, school counselor, or school nurse may sit in during the police interview with the student following Policy KNAJ. As a part of that investigation, witnesses may be interviewed by law enforcement officials.
- c. Threat Assessment - School officials may conduct a threat assessment involving student threats. A threat assessment aims to assess the seriousness of the student's threat, assist the student being evaluated, support victims or potential victims, and take appropriate preventive or corrective measures to maintain a safe and secure school environment (Refer to EBB/EBB-R1).

d. Searches may be conducted when a school official has reasonable suspicion to believe, based on all circumstances known to the official, that a search will produce evidence to show a violation of law or school rules. A student's failure to permit an administrator's search and seizure, either actively or passively, will be considered grounds for disciplinary action, which may include a suspension from school (Level 4 Response). (Refer to Section F of this Code and Policy JFG.)

3. Adjudicative Stage.

In cases where a principal or designee shall be responsible for adjudicating a student violation, the responsibilities of the principal or designee during the adjudicative stage are as follows:

- a. A student alleged to have violated the Standards of Conduct shall be provided with an opportunity to present his or her version of what occurred.
- b. The principal or designee shall base his or her decision of the alleged violation on the evidence obtained during the investigation.
- c. The student and parent shall be informed of the principal's or designee's finding and decision of any disciplinary response imposed.

4. Types of Administrative Responses.

Administrative responses are designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses are grounded in a multi-tiered support approach. When a violation of Student Standards of Conduct (see paragraph C. Student Standards of Conduct below) has been substantiated, any one or more of the following types of disciplinary interventions, supports, and/or consequences may be utilized or recommended by the principal or designee, in the exercise of sound discretion. The Administrative Response Levels listed below offer school administrators guidance when determining the appropriate interventions, supports, and/or consequences for the student misconduct addressed in paragraph C below. The Administrative Response Levels represent the maximum consequence permitted for specific code violations; however, depending on the circumstances, administrators may, in addition, also provide intervention, support, or consequence from a lesser category.

5. Administrative Response Level 1

Level 1 behaviors are generally teacher-managed behaviors intended to keep the student in class and school. Establishing positive relationships with students is the most essential element of effective classroom management. Teacher responses for Level 1 behaviors should be positive, proactive, preventive, and instructional to reinforce various instructional and positive classroom management strategies before referring students for administrative intervention.

a. Examples of Classroom Teacher Responses to Level 1 Behaviors:

- Restructure/revise classroom practices based on student needs.
- Adjust the pacing of instruction to increase on-task behavior.
- Actively observe/plan for ignoring low-level misbehavior.
- Change student seating.
- Provide immediate positive feedback when students engage in expected behavior.
- Respond calmly, restating the desired behavior.
- Use progress-monitoring tools (i.e., behavior chart, on-task monitoring form, reflection sheets, etc.)
- Communicate and collaborate with parents/guardians and the student's school counselor and/or case manager regarding student behavior, teacher-based actions, and problem-solving.
- Re-teach desired behavior.
- Problem-solving the behavior during the teacher-student conference using active listening.
- Establish and consistently implement corrective responses to student misbehavior (i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time-out, time-out in another class under an adult supervisor, loss of privileges, etc.)

b. When Level 1 behaviors are referred to an administrator because the teacher's responses have not been successful, the recommended responses are as follows:

Examples of Administrative Responses to Level 1 Behaviors:

1. **Administrative Conference with Student and/or Warning.**
2. **Parental Conference:** Principals, teachers, and counselors may meet with the parent. The conference aims to review the behavior, find solutions to the problem, and address academic, personal, and social issues that may have contributed to the behavior.
3. **Intervention by a Mental Health Team Member:** When available, school members may provide assessments, psycho-educational groups, mediation, teacher consultations, and educational strategies for parents or staff (school counselor, school psychologist, social worker, etc.).
4. **Referral to a Community-Based Organization:** Students may be referred to community agencies for various services, including individual or group counseling, tutoring, conflict resolution, or leadership development.
5. **Individual/Group Counseling:** Counseling on a short-term basis that provides students with an outlet to share issues that may negatively affect their attendance, behavior, and/or academic success. Students discuss and formulate goals and learn problem-solving strategies that will enable them to overcome various personal challenges.
6. **Mentoring Program (Check In Check Out for PBIS Schools):** A mentoring program matches a student with a mentor who may be a counselor, teacher, and/or leader and serves as an adult role model. The purpose of this relationship is to foster personal, academic, and social development.
7. **Safety Plan:** Any building-created plan that maintains safety.
8. **No Contact Contract:** School-developed contract indicating that two parties (of equal power) may not contact one another.
9. **Short-term Behavioral Progress Reports:** Teachers and/or Principals may send behavioral progress reports to parents regularly until they determine that the student's behavior has improved and the student is working successfully in the classroom.
10. **Development of Individual Behavior Contract or Behavior Intervention Plan (BIP):** Contracts and BIPs address specific challenging behaviors. Both include expectations and are individualized based on student needs.
11. **Referral to Student Support Team:** Student Support Teams (SST) are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. If repeat meetings are necessary, parents should be included.
12. **School Community Service (with parent consent):** Students may receive school community service opportunities to gain a greater appreciation of their school community and develop skills to become positive social change agents. School community service can help students occupy their time with positive activities, avoid negative behavior, and learn the value of service to others.
13. **Threat Assessment Risk Assessment:** School Division policy and procedures to address situations involving a threat of risk to self and/or others. Policies EBB and EBB-R1 describe procedures for assessing threats to others, while School-Based Mental Health Team members have additional procedures to address the risk to self only. (see also paragraph B.2.c)

14. Saturday School: A student may be offered the opportunity to attend school on school-selected Saturdays. The following are some, but not all, examples or reasons why Saturday School may be appropriate or beneficial: to receive additional academic instruction or support from school staff; to complete and resubmit late, incomplete, or unsatisfactory school work and/or to receive instruction and support designed to improve or correct previous behaviors that interfere with or impede the student's academic success.

15. Restorative Practices: Schools may use healthy practices to build a positive climate within the school and assist students in developing empathy and understanding the consequences of their actions on others. A fundamental principle of restorative practices is an understanding that every instance of wrongdoing or conflict is an opportunity for learning and that despite these negative behaviors, relationships can be restored, and harm can be repaired. Examples of restorative practices are informal and formal restorative practice conferences and restorative justice circles.

16. Disciplinary Probation/Written Warning to Student: This is a written warning to the student and his parent or guardian stating that the student has violated the Standards of Conduct and that any additional violations may result in further disciplinary action.

17. Tasks/Extra Duty Assigned by Administration: These are extra duties to be performed for noncompliance with the Student Standards of Conduct.

18. Lunch Detention: A student may be required to spend the lunch period in an assigned area away from other students.

19. Detention: A student may be detained for a reasonable period before or after classes and may be required to engage in controlled and constructive activities. Parents of students assigned detention time shall be notified before being detained so there is an opportunity to make transportation arrangements.

20. Restitution: A student or student's parent may be billed not only for breakage or destruction of school property, but also for the loss or failure to return school property.

21. Loss of Driving/Parking Privileges: A student may lose the privilege of driving to school and/or parking a vehicle.

22. Suspension from Extracurricular Activities: Suspension from extracurricular activities and/or school-sponsored activities (e.g., prom, graduation, field trip, assembly) may be imposed for a specified time for violating the Standards of Conduct per School Board Policy IGDAA [The parent or guardian is to be notified of the action taken by school officials.]

23. Suspension from Bus Transportation: Suspension from bus transportation is defined as the denial of school transportation for a specified time and may be imposed for transportation-related discipline problems or safety violations. [The parent or guardian is to be notified of the action taken by school officials.]

6. Administrative Response Level 2

Level 2 behaviors, while minor, may require administrative intervention/response. Administrative responses and interventions for Level 2 behaviors are designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and keep the student in school.

a. Any Level 1 Response.

b. In-school Suspension: (ISS) may be a partial or complete day or one (1) class or all classes.

c. Vape Education Course: Students may be required to complete this school-based course successfully for violating Student Standard of Conduct C.29 Tobacco.

d. **Tobacco Education Program:** Students may be required to complete this program for violating Student Standard of Conduct C.29 Tobacco.

7. Administrative Response Level 3

Level 3 behaviors require administrative intervention/response. Depending upon the severity, chronic nature of the behavior, and safety, Level 3 behaviors may result in the student's short-term removal from school.

a. Any Level 1 or Level 2 Response

b. Suspension from School (OSS): 1-5 school days, with mandatory Student/Parent conference. During such a suspension, the student is not permitted on any school grounds or allowed to participate in any school activities.

Note: Following Section 22.1-277 of the Code of Virginia, no student in preschool through grade three shall be suspended for more than three (3) 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 his designee finds that aggravating circumstances exist (See also paragraph E.3)

c. Community-based Counseling. The principal or designee may recommend community-based counseling to the parent/guardian at the parent/guardian's expense.

d. Administrators may recommend Office On Youth (OOY) counseling sessions for students in response to the Code of Student Conduct behavior violations. These require the administrator's recommendation, parent agreement to participate, and approval from the Director of Safety.

- **Anger Management:** Grades 6-12. It consists of 6 sessions, and each session is 1.5 hours long. Sessions include Evidence-based Practices that support the student in identifying triggers and cues and developing a sustainable plan to manage anger that reduces aggression at school.
- **Accountability & Responsible Choice Making:** Grades 6-12. It consists of 6 sessions, and each session is 1.5 hours long. Sessions include the use of Evidence-based Practices and components of Balanced and Restorative Justice (BARJ) to support the student in accountability for actions, understanding the impact on others, develop empathy for the victim(s) while creating an action plan to implement set goals and positive engagement in one's community.
- **Substance Abuse Avoidance Group Education:** Grades 6-12. It consists of 6 sessions, and each session is 1.5 hours long. This is a Group of Education Programs focusing on the effects of substance use on the brain, coping strategies, building resiliency, and introduction to the cycle of addiction and motivation for change.
- **Vaping Intervention Group:** Grades 5-12. Consists of 5 sessions, each 1.5 hours long. Incorporates Evidence-based Practices to encourage critical thinking skills while presenting vaping prevention and intervention education materials and activities.
- **VOISE Workshop:** Grades 6-12. Consists of 2 sessions, each 2 hours long. Some EI models focus on emotional intelligence (EI), which consists of self-awareness, self-regulation, empathy, social skills, and motivation.

e. Referral to Counseling Services for Bias-Based Bullying, Intimidation, or Harassment: When a student or group of students engage in bias-based bullying, intimidation, or harassment of another student or group of students, both the victim and the student who participates in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution are appropriate interventions for bias based on bullying, intimidation, or harassment.

8. Administrative Response Level 4

Level 4 responses are for severe violations of the Student Standards of Conduct and/or those behaviors that threaten the safety of students and staff. These responses are also appropriate for students whose behaviors have not been successfully addressed through the documented implementation of tiered support systems, including the responses in the previous three levels.

a. Any Level 1, Level 2, or Level 3 Response

b. Suspension from School (OSS): 6-10 school days, with mandatory Student/Parent Conference. During such a suspension, the student is not permitted on any school grounds or allowed to participate in any school activities.

Note: Following Section 22.1-277 of the Code of Virginia, no student in preschool through grade three shall be suspended for more than three school days or expelled from attendance at school unless:

(i) the offense involves physical harm or credible threat of physical harm to others, or

(ii) the School Board, the superintendent, or the designee finds that aggravating circumstances (as defined in B.9.e below) exist. (See also 22.1-277.07 and 22.1-277.08 for other exceptions to this restriction.)

c. Level 4 behaviors may result in the Principal's request for a Disciplinary Hearing to be conducted by the Superintendent's Disciplinary Review Hearing Officer to consider additional disciplinary consequences such as Assignment to an Alternative Education Program, a Long-Term Suspension, or an Expulsion.

9. Administrative Response Level 5

Level 5 responses are for those behaviors that pose a serious or imminent threat to the safety of students and staff or are required by law (i.e., specific weapon and drug violations). These behaviors require a suspension from School (OSS) of ten (10) school days to be imposed by the Principal/ Principal's designee and a referral to the Superintendent's Disciplinary Review Hearing Officer for consideration of additional disciplinary consequences such as Assignment to an Alternative Education Program, a Long-Term Suspension, or an Expulsion.

a. Any Level 1, Level 2, Level 3, or Level 4 Response.

b. Suspension from School (OSS) for ten (10) school days.

c. Level 5 behaviors shall result in the Principal's referral to the Superintendent's Disciplinary Review Hearing Officer for consideration of additional disciplinary consequences such as Assignment to an Alternative Education Program, Long-Term Suspension, Expulsion, or Exclusion.

d. Assignment to an Alternative Educational Program (Superintendent or designee only) under 22.1-277.2:1. Due to a Long-term Reassignment Hearing, a student may be removed from the school and required to attend classes in an alternative setting explicitly designed for students with behavioral difficulties.

e. Long-Term Suspension (Superintendent or designee only). A student cannot attend school for 11 to 45 school days.

NOTE: Following Section 22.1-277.05 of the Code of Virginia, 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 22.1-277.07 (possession of a firearm) or 22.1-277.08 (possession of certain drugs) or involves serious bodily injury or
- (ii) The School Board, the superintendent, or his designee finds that aggravating circumstances exist. The student's disciplinary history shall be considered in determining whether aggravating circumstances exist.

Aggravating circumstances shall mean:

(i) that a student engaged in misconduct that caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or

(ii) that a student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or

(iii) that a student engaged in a serious offense that is:

- a. Persistent (repeated similar behaviors are documented on the student's disciplinary record) and
- b. Unresponsive to targeted interventions as documented through an established intervention process.

f. Expulsion (Superintendent or designee only). In a case involving violations of drug-related crimes (see C.10) and/or violent criminal conduct involving dangerous weapons or devices (see C.32), a principal shall recommend that the School Board expel that student from Spotsylvania County Schools for not less than one year (365 calendar days). Furthermore, in serious, gross, or continued misconduct, a principal may recommend that the School Board expel a student from the Spotsylvania County Public Schools. The principal's recommendation for expulsion shall be referred to the Superintendent or his designee for additional disciplinary consequences, who shall inform the parent/guardian of the right to a hearing before the Superintendent/designee regarding the expulsion recommendation. See policy JFC-R for additional information. An expelled student is not permitted to attend school within the school division and is ineligible for readmission for 365 days as imposed by the School Board or a committee thereof, as provided in School Board policy.

g. Exclusion (Superintendent or designee only). A student who has been expelled or has been placed on a long-term suspension of more than thirty (30) calendar days by another School Board or private school, either in Virginia or another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded or denied school admission. (See JFC-R and JEC).

h. Community-based Counseling (Superintendent or designee only). A student who has been the subject of a long-term suspension or expulsion for incidents involving drug or alcohol involvement, anger management, chronic negative peer and staff relationships, etc., may be requested to complete programs/counseling designed to assist the student in improving such behaviors. Such programs/counseling will be provided for by the Superintendent or Superintendent's designee at the parent/student's expense. The superintendent or designee may also require the student to complete one or more drug screenings. Such drug screening(s) will be at the parent/student's expense.

10. Appeal Stage

a. Discipline Imposed by Principal or Principal's Designee:

- i. Appeals of discipline imposed by the principal's designee must be presented to the principal in writing within two (2) school days of the 'school official's notification of the disciplinary action to the parent or guardian. The principal may allow the student to attend school while the appeal is being considered. Should the student be placed back in school during the appeal process, the student will not be entitled to attend or participate in athletic events and extra-curricular activities until the matter is concluded. The principal's decision will be provided to the parent in writing and is final except in a case involving a suspension from school (out-of-school). If the principal imposed the discipline, that decision is final except in a case involving a suspension from school (out-of-school),

- ii. For out-of-school suspensions of ten (10) days or less imposed by the principal or upheld by the principal after an appeal of the designee's decision under B.10.a.i. Above, the parent may appeal to the Superintendent or Superintendent's designee in writing within two (2) school days of receipt of notification of the appeal decision by the principal. The superintendent or superintendent's designee will then review the record of the action taken by the principal or principal's designee. It will provide a written decision either confirming the action of the principal or the principal's designee or imposing a different punishment based on an examination of the record of the pupil's behavior. The decision of the superintendent or designee is final for out-of-school suspensions of ten (10) days or less. The suspension shall remain in place during this review process.
- iii. For suspensions in which the student is suspended from school for ten (10) days and recommended by the principal or principal's designee to the Superintendent or his designee for additional disciplinary consequences, the parent or guardian may appeal the principal's or principal's designee's action to the superintendent or designee. The Superintendent or designee will serve as the first level of appeal, and he will consider that appeal during a Long-Term Suspension/Expulsion Hearing. Should the parent/guardian fail to make a timely request for a hearing, the Superintendent or designee will act on the principal's or principal's designee's recommendation without a hearing. See JFC-R for additional information.

b. Discipline Imposed by the Superintendent/Superintendent's Designee:

The Superintendent or his designee shall provide written notification to the parent or guardian of any disciplinary decision made under the principal's recommendation addressed in paragraph B.10.a.iii above. Should the discipline involve a long-term suspension [greater than ten (10) school days] or expulsion, the parent has the right to appeal the action of the Superintendent or designee to the School Board Disciplinary Committee. Such appeal must be made in writing within five (5) calendar days of written notification of the superintendent's decision. See policies JGD, JFC-R, and JGDA for additional information. Should the decision not involve a long-term suspension or expulsion but a reassignment to an alternative education program of more than ten (10) school days, the parent has the right to appeal the action of the Superintendent or designee as outlined in Section E.8 of the Code of Student Conduct. During the appeal, the decision of the Superintendent or Superintendent's designee shall remain in effect until altered by the Disciplinary Review Committee or School Board.

C. STUDENT STANDARDS OF CONDUCT

It shall be the responsibility of all students to uphold and maintain specific standards of conduct. It is through these standards that identified responsibilities have been established for Spotsylvania County students. These standards, as well as any standards established by schools, are in effect at any time that students are on school property, on the way to and from school, at school-sponsored events, or while under the supervision of school authority, laws, or rules and regulations of the School Board of an individual school. Students are placed on their own to adhere to these standards with an understanding that any violation is subject to corrective action. A student who acts as an accessory or accomplice to another in violation of any provision of the Code of Student Conduct will be subject to the same disciplinary response as the student who is guilty of the violation.

Definition of Possession: Possession, as it relates to drugs, weapons, or other items prohibited by policy or school rules, is defined as on one's person, within a personal item owned or possessed by a student (e.g., purse, backpack, etc.), in one's locker, or in a vehicle the student drove (or rode in) to or from school or to or from a school-sponsored activity. In addition, lockers are school property, and students are not permitted to hide objects or materials prohibited by law or school rules. The term possession, as it relates to alcohol or drugs, also includes having ingested such alcohol or drug or being under the influence of such alcohol or drug.

Per guidance from the Virginia Department of Education, the Standards of Student Conduct are organized into categories of behavior descriptors as listed below:

- Category A: Behaviors that impede 'students' or other students' Academic Progress (BAP).
- Category B: Behaviors related to School Operations (BSO) that interfere with the daily operation of school procedures.
- Category C: Relationship Behaviors (RB) that create a negative relationship between two or more school community members (no physical harm is done).
- Category D: Behaviors of a Safety Concern (BSC) that create unsafe conditions for students, staff, and/or visitors to the school.
- Category E: Behaviors that Endanger Self or Others (BESO). These behaviors endanger the health, safety, or welfare of the student or others in the school community.

Conduct violating Standards of Conduct for Students and the type or types of administrative responses that shall be imposed are listed below. The categories of student behavior descriptors are followed by the levels of administrative responses that differentiate elementary schools (ES) from secondary schools (SS). It should be noted that the principal or his/her designee or the superintendent or his/her designee may impose more severe disciplinary consequences for repeated violations of the same standard of conduct, for violations of multiple standards of conduct during the same incident, or for a violation or violations that are considered to warrant such action following paragraph D.2 and E.6. Please note, in some incidents, a victim count and/or notification to law enforcement (Virginia Code Section 22.1-279.3:1) is required.

1. ALCOHOL – The possession, distribution, sale, and/or use of alcohol.
a. **BSC1:** Alcohol – Possessing, using, or being under the influence of alcohol.
ES/SS – Administrative Response Level 1, 2, 3
**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.
b. **BSC2:** Alcohol – Distributing alcohol to other students
ES/SS – Administrative Response Level 2, 3, 4
**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.

2. ASSAULT/BATTERY – Physically assaulting, injuring, or battering any person. Mutual participation in a fight that intentionally causes bodily harm is also included.
Definition of Assault/Battery: An assault is a willful attempt or threat to inflict injury upon another person, coupled with an apparent ability to do so, which causes the victim to fear immediate bodily harm. An assault may be committed without actually touching or harming the victim. A battery is an intentional physical contact without the victim's permission.
a. **BESO1:** Assault – Intending to cause physical injury to another person
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 2, 3, 4
*Victim Count Required
b. **BESO2:** Assault and Battery – Causing physical injury to another person
ES/SS – Administrative Response Level 3, 4, 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions:
Administrators should consider the severity of the injury, the intention of the action (impulse, planned, victim selection), and/or the student's developmental capacity to understand the behavior's impact. If the injury is severe, the assault was planned, and/or the student understood the potential for harm, a report should be made. A report is recommended if any of these three elements is present.

c. **BESO4:** Striking Staff – The use of force against a staff member when no injury is caused
ES – Administrative Response Level 1, 2, 3, 4
SS – Administrative Response Level 3, 4, 5
*Victim Count Required
**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.
d. **PD9:** Malicious Wounding without a Weapon
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1
Assault/Battery with the use of a firearm or other weapon, Assault/Battery that results in bodily injury, or Assault/Battery on school personnel will result in a ten (10) day out-of-school suspension and referral to the Disciplinary Review Hearing Officer for additional disciplinary consequences, such as a long-term suspension or expulsion.
ES/SS – Administrative Response Level 5

3. ATTENDANCE – Tardy to class, tardy to school, cutting class, and/or leaving the school building or campus during the day without the authorization of school personnel.
NOTE: ISS or OSS cannot be imposed for attendance violations.
a. **BAP4:** Unexcused tardiness to class
ES – Administrative Response Level 1
SS – Administrative Response Level 1, 2
b. **BAP5**: Unexcused tardiness to school
ES – Administrative Response Level 1
SS – Administrative Response Level 1, 2
c. **BSO15**: Student is not going to class as assigned
ES/SS – Administrative Response Level 1, 2
d. **BSC24:** Leaving school grounds without permission
ES – Administrative Response Level 1
SS – Administrative Response Level 1, 2
4. **BULLYING/HARASSMENT** – Students, either individually or as part of a group, shall not harass or bully others either in person or by the use of any communication technology, including computer systems, electronic devices, or instant messaging systems. Bullying is defined as 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 cyberbullying. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.
a. **RB1:** Bullying with no physical injury
ES/SS – Administrative Response Level 1, 2
*Victim Count Required
b. **RB2:** Cyberbullying
ES/SS – Administrative Response Level 2, 3
*Victim Count Required
c. **BSC6:** Bullying behavior without physical injury that continues after the intervention. Bullying that leads to physical injury should be classified as Assault and Battery
ES – Administrative Response Level 3, 4
SS – Administrative Response Level 2, 3, 4
*Victim Count Required
d. **BSC7:** Cyberbullying that continues after the intervention. Cyberbullying that relates to a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.
ES/SS – Administrative Response Level 3, 4, 5
*Victim Count Required
e. **BSC8:** Harassment – Repeatedly annoying or attacking a student or a group of students or personnel, creating an intimidating or hostile educational or work environment.
ES – Administrative Response Level 2, 3, 4
SS – Administrative Response Level 3, 4
*Victim Count Required
NOTE: Under Section 22.1-279.6 of the Code of Virginia, the principal or principal's designee is required to notify the parent of any student involved in an alleged incident of bullying (perpetrator or victim) of the status of any investigation within 24 hours of learning of the allegation of bullying.

5. BUS VIOLATION – Interfering with the orderly transportation of pupils on a school bus. [The following list contains examples: sticking heads and arms out of windows, throwing items from windows, throwing items within the bus, distracting the bus driver, etc. Refer to School Board policies JFCC and EEACC.]
a. **BSC9:** Bus – Distracting the bus driver
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
b. **BSC10:** Bus – Endangering the safety of others on the bus
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3

6. CRIMES IN THE COMMUNITY – a crime in the community where the student was charged with an offense relating to the Commonwealth's laws but must be disclosed to the 'school division's superintendent under 22.1-277.2:1 of the Code of Virginia. The School Board may place students in an alternative education program.
BESO18: A crime in the community where the student was charged with an offense relating to the Commonwealth's laws but must be disclosed to the school division superintendent under 16.1-260(G). If the student has been charged with an offense involving intentional injury enumerated in subsection G of Section 16.1-260 to another student in the same school, a 10-day out-of-school suspension may be implemented.

7. DISHONESTY – Cheating on school assignments; submission of assignments not exclusively authored by the student, which includes plagiarism, presenting artificial intelligence (AI) work as a substitute for a student's original work, and lying to school personnel concerning school-related matters.
a. **BAP3:** Scholastic dishonesty (such as cheating, plagiarism)
ES – Administrative Response Level 1
SS – Administrative Response Level 1, 2
b. **BSO1:** Altering an official document or record
ES/SS – Administrative Response Level 1, 2
c. **BSO2:** Giving false information, misrepresentation
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
8. DISRUPTIVE BEHAVIOR – Unwillingness to submit to authority or refusal to respond to a reasonable request. Any behavior that disrupts the orderly learning environment.
a. **BAP1:** Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of the seat, and possessing items that distract)
ES – Administrative Response Level 1
SS – Administrative Response Level 1, 2
b. **BAP2:** Interfering with learning outside of the classroom (example: excessive noise interrupting a class)
ES – Administrative Response Level 1
SS – Administrative Response Level 1, 2

c. **BSO3:** Refusal to comply with requests of staff in a way that interferes with the operation of the school
ES/SS – Administrative Response Level 1, 2, 3
NOTE: A student's failure to permit a search by either passive or active resistance when an administrator has reasonable suspicion of violating the Code of Student Conduct will result in a Level 4 response.
d. **BSO5:** Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
e. **BSO8:** Gambling (games of chance for money or profit)
ES/SS – Administrative Response Level 1, 2
f. **BSO9:** Possessing items that are inappropriate for school (examples include toys, literature, electronics)
ES/SS – Administrative Response Level 1, 2
g. **BSO16:** Student is in an unauthorized area of the campus (this behavior cannot be related to school or class attendance/nonattendance)
ES/SS – Administrative Response Level 1, 2
h. **RB3:** Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
i. **RB6:** Speaking to another in an uncivil, discourteous manner
ES/SS – Administrative Response Level 1, 2
j. R**B7:** Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
k. **RB8a:** Using profane or vulgar language or gestures toward staff (swearing, cursing, hate speech, or gestures)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
l. **RB8b:** Using profane or vulgar language or gestures toward student(s) or other(s) (swearing, cursing, hate speech or gestures)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
m. **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
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
*Victim Count Required
n. **RB10:** Failure to respond to questions or requests by staff
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
o. **RB11:** Unwanted or inappropriate physical contact
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
p. **BSC13:** Engaging in reckless behavior that creates a risk or injury to self or others
ES/SS – Administrative Response Level 1, 2, 3
q. **BSC16:** Throwing an object that has the potential to cause a disturbance, injury, or property damage
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
r. **BSC17:** Shoving, pushing, striking, and biting another student with no visible injury
ES/SS – Administrative Response Level 1, 2, 3

9. Dress Code - Spotsylvania County Public Schools' dress code is created to ensure that student attire supports the educational process. Student appearance should be respectful, decent, and safe to the health and welfare of students and support the positive school culture and climate.

The Division will not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, genetic information, or any other basis prohibited by law. Students are permitted to wear any religiously, ethnically, or culturally specific or significant head covering or hairstyle, including hijabs, yarmulkes, braids, locs, and cornrows. Students are also permitted to dress in a manner that is consistent with their gender identity.
Students must wear clothing that covers their skin from chest to mid thigh with opaque (non see-through) fabric in front, back, and on the sides. They must wear shoes at all times.
The following list contains some, but not all examples of inappropriate attire:

- Halters, tank or tube tops, bare midriffs/crop tops, Clothing with offensive or sexually suggestive wording or pictures, ski masks, etc.
- Clothing, jewelry, or other apparel or personal belongings that advocate violence, alcohol, tobacco, and other drug use and/or distribution represent gang activity and/or membership; use obscenities; reflect adversely on persons due to race, gender, creed, or intellectual abilities; contain inappropriate or explicit material.
- Clothing and accessories that present a danger or risk of injury to self or others to include dog collars, spiked collars, wallet chains, fish hooks, and spiked jewelry.
- Clothing and accessories that present a danger or risk of injury to self or others to include sunglasses, shoes or other dress not compatible with physical education, Career and Technical Education, science labs or other school activity.

School administrators have the authority to make rules regarding appropriate school attire, as well as the wearing of hats/hoods, head wraps, coats, flip-flops, slippers, blankets or blanket like attire, flags, and carrying of backpacks and book bags within the building.
School staff are prohibited from enforcing this dress code by direct physical contact with a student or a student's attire. In addition, school staff are prohibited from requiring a student to undress in front of any other individual, including the enforcing school board employee, to comply with the dress code.
Students, parents, and staff may contact the Division's Title IX Coordinator to file a complaint if they believe the dress code has been administered in a discriminatory manner.
a. BSO7: Dress Code Violation – Dressing in a manner that is distracting to other students or that interferes with the orderly process of instruction.
ES/SS – Administrative Response Level 1, 2

10. DRUGS – The sale, gift, distribution, use, purchase or possession; or possession with intent to sell, give, or distribute; or attempting to sell, give, distribute, or purchase a controlled substance, imitation controlled substance, marijuana, anabolic steroids, or other illegal drugs, while on school property, on any school bus, at the bus stop, or while engaged in or attending any school activity or school-sponsored event. Offenses pertaining to a controlled substance, imitation controlled substance, or marijuana as defined in Sections 18.2-247 or 18.2-248.1:1, shall be referred to herein as "drug-related crimes".

Definition of Drugs: The Code of Virginia lists numerous drugs as "controlled substances" (listed by schedule) and any drug from that list would constitute a controlled substance under the above policy. Many of these drugs are available by prescription (Schedule II-V) but are not lawful without a prescription. Spotsylvania County Public Schools has a medication policy C.21 that must be followed for a student to have a prescription drug at school. An "imitation controlled substance" (placebos) shall mean a substance in any form whatsoever or other item that is not a controlled substance, but which by overall dosage, unit appearance, packaging, or representation made, leads a reasonable person to believe that it is a controlled substance.

a. BESO5: Drugs – Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications
ES/SS – Administrative Response Level 3, 4, 5
** Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 unless alcohol or less than 1 ounce of marijuana
b. **BESO6:** Drugs – Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications
ES – Administrative Response Level 3, 4, 5
SS – Administrative Response Level 4, 5
c. **BESO7:** Drugs – Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications
ES – Administrative Response Level 3, 4, 5
SS – Administrative Response Level 4, 5
d. **PD16: I**llegal Possession of Controlled Drugs and Substances with intent to Distribute or Sell
ES/SS – Administrative Response Level 5
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1
In all incidents involving a violation of this Standard of Conduct (C.10), Substance Abuse Counseling, or some other appropriate counseling, should be provided to the student for additional support and education.

11. DRUG PARAPHERNALIA – The possession of drug paraphernalia.
BSC3: Drugs – Possessing drug paraphernalia
ES/SS– Administrative Response Level 1, 2, 3

12. ELECTRONIC DEVICES – Cell phones and personal electronic communication devices (smartwatches, earbuds, tablets, or similar devices) will not be used by students within the school building or on school grounds from bell-to-bell during instructional time. If a student brings a cell phone or personal electronic communication device to school, the device must be turned off and stored away from bell-to-bell during instructional time. The cell phone and/or personal electronic communication device may be confiscated by school staff, an administrator, or designee, and returned to the student's parent. The school does not assume any liability or responsibility for theft or damage to such devices.
For clarity, the following definitions will apply to the above:
Cell Phone means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone is also inclusive of a non-smart phone that is limited to making phone calls or text messages, a smart phone that encompasses the above features, and other future personal electronic communication devices with the above mentioned characteristics.
Instructional Time means any structured or unstructured learning experiences that occur from the time the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.
Bell-to-Bell means from the moment a student enters the school building at the start of the school day to begin instructional time until the bell rings at the end of the academic school day. "Bell-to-bell" includes breakfast, lunch, study halls, bathroom use, and time in between class periods.
Personal Electronic Communication Device means any personal device capable of connecting to a smart phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include some wearable devices such as smart watches, as well as personal headphones, laptops, tablets, and other future personal electronic communication devices with the above mentioned characteristics.
Stored Away means a cell phone or personal electronic communication device not being carried on the student's person, including in the student's pocket. Storage options include, but are not limited to, in the students backpack, in the student's locker, or in a designated place in the classroom.

BSO13: Violation of school board policy regarding the possession or use of portable communication devices
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3
The use of a cell phone or other video recording device by a student(s) for the purpose of recording a fight, assault, or other violation of the Standards of Conduct may result in suspension from school.
ES/SS – Administrative Response Level 3

13. FALSE ALARM – Making a bomb threat, activating a manual or automatic fire alarm, or setting off any smoke bomb or chemical bomb capable of producing smoke.
a. **BSC11**: Fire alarm – Falsely activating a fire or other disaster alarm
ES/SS – Administrative Response Level 2, 3
b. **BESO17**: Bomb threat – Making a bomb threat
ES – Administrative Response Level 1, 2, 3, 4
SS – Administrative Response Level 4, 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions: Report is required for students over the age of 15. A report is optional if the student is under the age of 15.*

14. FIGHTING – Mutual participation in a fight between students involving physical violence, with no injury or minor injury. (Minor injuries may include, but are not limited to the following: scrape on knee, elbow, hand, or minor bruising.) [If it can be determined that one student was the aggressor and that another student was acting solely in the defense of self or others from immediate and otherwise unavoidable physical injury, it would be permissible to punish only the aggressor. Otherwise, students will be punished for engaging in violent conduct. Accordingly, it is necessary for any student to immediately retreat, if possible, from any use of threat or force. Students are to disengage and seek assistance from school staff as soon as the threat of immediate danger or harm has subsided.]
The following conditions must be met when a student claims self-defense. The person claiming self-defense must:

1. Be without fault in provoking or bringing on the conflict, fight, or incident;
2. Have reasonably feared under the circumstances, as they appeared to them that they were in danger of harm;
3. Have used no more force than was reasonably necessary to protect themselves from the threatened harm; and
4. There was no other readily accessible option to de-escalate or eliminate the danger or harm.

Weapons or harmful objects of any kind are strictly prohibited on school property including for the purpose of self-defense. Self-defense is not a valid reason for the possession and/or use of any weapon on school property or at any school-sponsored activity.
a. **BSC14:** Fighting that results in no injury as determined by the school administration
ES/SS – Administrative Response Level 1, 2, 3
b. **BESO3:** Fighting – The use of physical violence between students or on an another person where there is minor injury as determined by the school administration
ES/SS– Administrative Response Level 1, 2, 3

15. FIRE – Unlawfully and intentionally damaging or attempting to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trashcan fires are included in this category if they are contributing factors to a damaging fire.
BESO9: Fire – Attempting to set, aiding in setting, or setting a fire
ES – Administrative Response Level 2, 3, 4
SS – administrative Response Level 3, 4, 5
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*

16. FIRE RELATED
BSC12: Possessing items that could be used to set or cause a fire or produce large amounts of smoke
ES/SS – Administrative Response Level 1, 2, 3

17. GANG ACTIVITIES – Engaging in any gang activities on school grounds or at school-sponsored events including any group activity that threatens, is illegal and/or violent, or portends the development of gang activity, which may include inappropriate congregating, bullying, harassment, wearing gang-related clothing, symbols, or jewelry (see JFCE).
a. **BESO10**: Gang-related behavior engaging in threatening or dangerous behavior that is gang related as defined in Section 18.2-46.1
ES – Administrative Response Level 1, 2, 3, 4
SS – Administrative Response Level 3, 4, 5
b. **RB8g**: Using profane or vulgar language or gestures (gang signs)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3

18. HAZING – Students shall not recklessly or intentionally endanger the health or safety of a student or students or inflict bodily harm on another student in connection with or for the purpose of initiation; admission into or affiliation with, or as a condition for continued membership in a club, team, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the activity. According to Section 18.2-56 of the Code of Virginia, a conviction for violating the state law on hazing is a Class 1 misdemeanor which carries confinement in jail for not more than 12 months and a fine of not more than $2,500, either or both.
BESO11: Hazing as defined in Section 18.2-56 and noted in Section 22.1-279.6
SS – Administrative Response Level 5
**Victim Count Required*

19. INCITING OR CAUSING A SUBSTANTIAL DISTURBANCE – Unlawful use of force or violence that seriously jeopardizes the public safety, peace, or order. Three or more people acting together can be considered as inciting a riot.
a. **BSC15**: Inciting or causing a substantial disturbance to the operation of school or the safety or staff and/or students
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 2, 3, 4, 5

20. KIDNAPPING/ABDUCTION – The taking of a person from one place to another against their will or the confinement of a person to a controlled space.
PD8: Kidnapping/Abduction
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

21. MEDICATIONS – The sale, gift, distribution, use, purchase or possession of medications (over the counter, prescription, or non-prescription) on school grounds. No student may have in his/her possession any medication (prescription or non-prescription) even if recommended or prescribed for the student's use. All such items shall be delivered to the principal or school nurse by the parent/guardian of the student along with the Medication Request Form. No medication will be administered except that authorized by a licensed physician or nurse practitioner and requested by written permission on a form available at each school (referred to as the Medication Request Form). The sale, gift, distribution, use, purchase, or possession of controlled substances, whether prescribed or not, is addressed previously in paragraph C.9 and the disciplinary consequences for medications that are controlled substances fall under C.9 and not this section.
"Medication" shall mean any drug or other substance used in treating diseases, healing or relieving pain, including all over-the-counter drugs such as aspirin, cough syrups, cough drops, gargles, caffeine pills, and the like. The only medication that students are allowed to possess and self administer applies to asthma inhalers, auto-injectable epinephrine, injectable glucagon, and Diastat. To possess these items and self administer, the student must provide written notification from the student's primary care provider, medical specialist, or a licensed physician or licensed nurse practitioner that (1) identifies the student; (2) states that the student has a diagnosis of asthma or anaphylaxis and has approval to self-administer medications that have been prescribed or authorized for the student; (3) specifies the name, dosage, and circumstances which may warrant the use of the medications; and (4) attests to the student's demonstrated ability to safely and effectively self-administer the medications. The permission granted to a student with a diagnosis of asthma or anaphylaxis to possess and self-administer medication shall be renewed annually (see JHCD).
a. **BSC4:** Drugs – Violating School Board non-prescription (Over-the-Counter) medication policy or look-alike drug policy
ES/SS – Administrative Response Level 1, 2, 3

22. ROBBERY – Taking or attempting to take anything of value owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.
a. **PD7**: Actual or Attempted Robbery
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

23. SEXUAL ASSAULT/BATTERY – Sexual contact with another person without that person's consent or who is unable to give consent; sexual abuse; attempted or threatened sexual abuse; and attempted or actual sexual penetration without consent, lewd behavior, or indecent exposure
a. **BSC18:** Exposing body parts, lewd or indecent public behavior
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 1, 2, 3, 4
*Victim Count Required
b. **BSC19:** Physical contact of a sexual nature – patting body parts, pinching, tugging clothing
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 1, 2, 3, 4
*Victim Count Required
*Consult with Law Enforcement
c. **PD3:** Sexual Assault
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1
d. **PD4:** Attempted Sexual Assault
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1
e. **PD10:** Aggravated Sexual Battery on a Student
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1

24. SEXUAL MISCONDUCT/HARASSMENT – Engaging in any form of sexual misconduct or sexual harassment (to include electronic communication, any sexual advances, requests for sexual favors, or other verbal conduct of a sexual nature including, but not limited to, inappropriate comments, expressions, or gestures). Any student who believes that he or she is a victim of sexual harassment should report such conduct immediately to the building principal or assistant principal. This report can be oral or in writing. If that is not possible, the report should be made to the Superintendent's designee whose office is in the School Administrative Building at 8020 River Stone Drive, Fredericksburg, Virginia 22407 (540-834-2500). (See Policy JFHA for more information.)
RB4: Saying or writing, either directly or through electronic communication, sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 1, 2, 3

25. STALKING
BSC21: Stalking as described in the Virginia Code Section 18.2-60.3
ES – Administrative Response Level 3, 4, 5
SS – Administrative Response Level 4, 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*

26. TECHNOLOGY MISUSE – Using the computer or other technology resources of the school improperly, including but not limited to causing damage to equipment, causing loss of or alteration to programs or data, unauthorized or inappropriate use of equipment, school-related applications, and making illegal or unauthorized copies of data or programs. Students may not copy any text or graphics from the school websites nor include that text or graphics in their own home pages due to copyright regulations.
a. **BSO11:** Unauthorized use of school electronic or other equipment
ES/SS – Administrative Response Level 1, 2
b. **BSO12:** Violation of the Acceptable Use of Technology/Internet Policy
ES/SS – Administrative Response Level 1, 2

27. THEFT – possessing, taking, or attempting to take another's property under duress or by any other nonviolent but unlawful means.
a. **BSO10**: Possession of stolen items
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 2, 3
**Victim Count Required*
b. **RB5**: Stealing money or property without physical force
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 2, 3
**Victim Count Required*
c. **BSC22**: Stealing money or property using physical force (no weapon involved)
ES – Administrative Response Level 1, 2
SS – Administrative Response Level 3, 4
**Victim Count Required*

28. THREATS – Making, communicating, or encouraging others to make verbal, written, electronic, or physical threats of bodily injury or use of force against school personnel or other students, including using electronic technology or communication devices such as the Internet or cell phones to intimidate or threaten.
Posting or reposting of threats of violence against schools on social media can be in violation of Virginia Code Section 18.2-152.7:1, may increase stress within the school and community as well as the spread of misinformation causing confusion and panic. Students should refrain from reposting threats and instead are encouraged to report social media threats to their school administrators and/or a member of their school's Student Threat Assessment Response Report Team.

a. **BESO12**: Threatening, intimidating, or instigating violence, injury, or harm to a staff member or members
ES – Administrative Response Level 1, 2, 3, 4
SS – Administrative Response Level 2, 3, 4, 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions: Report is required if the behavior meets the standard of a felony. Consider the age, the developmental capacity of the student to understand the impact of the behavior and disability status before reporting.*
b. **BESO13**: Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (not including written threats)
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 2, 3, 4, 5
**Victim Count Required*
c. **BESO14:** Threatening, intimidation, or instigating violence, injury or harm to another student(s) or others(s) in writing. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.
ES – Administrative Response Level 1, 2, 3
SS – Administrative Response Level 2, 3, 4, 5
**Victim Count Required*
*** Report to Law Enforcement if the threat is to a staff member unless the student making the threat has a disability*
d. **BESO15:** Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel
ES/SS – Administrative Response Level 5
*Victim Count Required
**Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 under the following conditions: Report is required if the behavior meets the standard of a felony. Consider the age, the developmental capacity of the student to understand the impact of the behavior and disability status before reporting.
e. **BESO16:** Using an object not generally considered to be a weapon to threaten or attempt to injure students or others
ES/SS – Administrative Response level 5
*Victim Count Required
**Administrator will consult with the SRO. Report to Law Enforcement per Virginia Code Section 22.1-279.3:1 if the behavior may constitute a felony offense.
Any incident supported by a Threat Assessment determination of no or low risk threat shall receive an Administrative Response Level 1, 2, or 3.
Any incident supported by a Threat Assessment determination of moderate risk, high risk, or imminent threat shall receive an Administrative Response Level 4 or 5. Threats to kill, shoot, or otherwise seriously injure another student(s) or a school employee(s) will result in an Administrative Response Level 5 The school investigation of this incident will include the results of a School Threat Assessment that determined the threat level to be the moderate risk, high risk, or imminent.

29. TOBACCO / VAPING – The possession, distribution, sale, purchase, and/or use of tobacco including cigarettes, imitation cigarettes, and e-cigarettes, cigars, blunts, bidis, pipe tobacco, snuff, chewing tobacco, electronic smoking devices, and any other products containing nicotine, as well as any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, and liquids used in electronic smoking devices, whether or not they contain nicotine, and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking, dipping, electronic smoking use, or any other use of tobacco products.
a. **BSC5**: Tobacco – Possessing/using/distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment
ES/SS – Administrative Response Level 2, 3

1st Incident: Three (3) day in-school suspension (ISS) and successful completion of the Vape Education Course provided by the school. The third day of ISS may be waived if the Vape Education Course is completed within the first two days.
2nd Incident: Three (3) day in-school suspension (ISS) and referral to the Vape Intervention Group Counseling Education with the OOY.
3rd Incident: Three (3) day out-of-school suspension (OSS), 9 hours school-based community service, and parent conference.
4th Incident: Five (5) days out-of-school suspension (OSS), 18 hours school-based community service, and parent conference.

Any student selling tobacco or tobacco-related products on school property or during school-related activities will result in an Administrative Level 3 response.

30. TRESPASSING – Any entry upon or activity on school property during non-school hours/days, which is unauthorized by the school administration; entering or remaining upon school property after being directed by school personnel to leave or stay off such property.
a. **BSO6:** Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building
ES – Administrative Response Level 2, 3
SS – Administrative Response Level 2, 3, 4
b. **BSC25:** Trespassing
ES – Administrative Response Level 2, 3
SS – Administrative Response Level 2, 3, 4

31. VANDALISM – Intentionally or recklessly damaging, defacing, destroying, or tampering with the property of others, including school property.
a. **BSO14:** Vandalism, graffiti, or other damage to school or personal property
ES/SS – Administrative Response Level 1, 2, 3

32. WEAPONS – Any student having been found to have in his or her possession or use anywhere on school property, at a school-sponsored event, or on the way to or from school, any item as defined in Section 22.1-277.07 of the Code of Virginia or any other item listed below:
a. **PD1**: Homicide – Firearm
ES/SS – Administrative Response Level 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
b. **PD2**: Homicide – Other Weapon
ES/SS – Administrative Response Level 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
c. **PD5**: Use of a Bomb
ES/SS – Administrative Response Level 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
d. **PD6**: Assault with Firearm or Weapon
ES/SS – Administrative Response Level 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
e. **PD11**: Illegal Possession of a Handgun
ES/SS – Administrative Response Level 5
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
f. **PD12**: Illegal Possession of Rifle or Shotgun
ES/SS – Administrative Response Level 5
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
g. **PD13**: Illegal Possession of Any other Projectile Weapon
ES/SS – Administrative Response Level 5
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
h. **PD14**: Illegal Possession of Bomb
ES/SS – Administrative Response Level 5
**Victim Count Required*
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*
i. **PD15**: Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per Section 18.2-85, or explosive incendiary devices, as defined in Section 18.2-433.1, or chemical bombs per Section 18.2-87.1
ES/SS – Administrative Response Level 5
***Report to Law Enforcement per Virginia Code Section 22.1-279.3:1*

33. WEAPONS (OTHER DANGEROUS OBJECTS)
a. **BSC27:** Weapons – Possessing any weapon (other than a firearm) as defined by Virginia Code Section 18.2-308.1
ES/SS – Administrative Response Level 3, 4

34. WEAPONS (OTHER PROHIBITED ITEMS) – Possessing any knife with a blade of less than three (3) inches, toy guns, look-alike guns or facsimile, firearm ammunition, any firecrackers, sparklers, ice picks, or other dangerous object that does not fall under the previous section C.32 and C.33 when not used to threaten others or destroy property.
a. **BSC26:** Possessing dangerous instrument/substances that could be used to inflict harm upon another
ES/SS – Administrative Response Level 3, 4

The administration reserves the right to assign consequences for misconduct not listed for which the student knew or should have known would be disruptive to the academic process or endanger self or others or that resulted in disruption to the academic process or endangerment to self or others. Conspiring or attempting to do any of the foregoing, violating any policy of the School Board, or rule or regulation duly adopted by the schools pertaining to student behavior could result in one more of the consequences outlined in B.4.

D. DRUG-RELATED CRIMES AND VIOLENT CRIMINAL CONDUCT INVOLVING DANGEROUS WEAPONS OR DEVICES

1. Any violations of this policy pertaining to drug-related crimes (see C.10) and/or violent criminal conduct involving dangerous weapons or devices (see C.32) shall be handled as follows:
a. the student shall be removed from the regular classroom environment;
b. after an investigation is conducted, if the student is found to have violated the Code of Student Conduct, the principal shall impose an initial ten (10) day suspension from school;
c. matters of violation of state or federal law shall be referred to the appropriate law enforcement agency;
d. the matter shall be referred to the Disciplinary Review Hearing Officer
e. the student will receive consequences in addition to suspension;
f. A student found to have in his or her possession a firearm as defined by Section 22.1-277.07 of the Code of Virginia, or any other item prohibited by Section C.32 on school property or at a school-sponsored event, shall be expelled from school for a minimum of 365 calendar days. The School Board or superintendent may determine, based on the facts of each particular case, that special circumstances exist and that another disciplinary action is appropriate.
g. In accordance with Section 22.1-277.08 of the Code of Virginia, School Boards shall expel from school attendance any student whom such School Board has determined to have possessed a controlled substance, imitation controlled substance, or marijuana, on school property or at a school-sponsored activity or to have brought such item onto school property or to a school-sponsored activity. (See exception stated in D.1 above for marijuana possession of one (1) ounce or less without intent to distribute). The superintendent or his designee is authorized to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. The School Board or superintendent or his designee may determine, based on the facts of a particular case that special circumstances exist and another disciplinary action is appropriate.

School Boards may require any student who has been found, in accordance with the procedures set forth in Section 22.1-277.08, 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.

2. Any other serious violation of the Code of Student Conduct shall subject the student to severe disciplinary action, including long-term suspension or expulsion if the principal, the Disciplinary Review Hearing Officer, and/or the division superintendent believes that good and just causes exist to make the recommended disciplinary action appropriate.

E. SUSPENSION AND EXPULSION

1. The School Board, Superintendent, or Superintendent's designee may place conditions on a student during a long-term suspension pertaining to the student's return to the regular classroom, participation in school activities and school functions, and the student being permitted on school property.

The School Board, Superintendent, or Superintendent's designee may place conditions, when appropriate and where available, on a student that has been expelled and is returning to school pertaining to the student's return to school, return to the regular classroom, participation in school activities, participation in school functions, and/or the student being permitted on school property.

Such conditions include, but are not limited to, one or more of the following:

a. performing specified community service;

b. making restitution or paying for expenses necessarily incurred by the victim or the victim's parent or guardian;

c. participating in and successfully completing a specified school program;

d. participating in and successfully completing a particular program made available through the Rappahannock Area Community Services Board or similar agency;

e. obtaining individual counseling, a recommendation for family counseling, substance abuse counseling, and/or GED or vocational counseling;

f. participating in and successfully completing a specified educational program not available through the school system;

g. engaging in, or refraining from engaging in, particular conduct;

h. providing specified information or reports to specified school officials;

i. complying with particular conditions set forth in the Delinquency Disposition Order entered by the Juvenile and Domestic Relations District Court or any order of any other court concerning any delinquent acts committed by the student;

j. complying with such other conditions as are reasonably calculated to reduce the risk that the student will engage in violent criminal conduct, drug related crimes and/or other unacceptable behavior upon such student's return to school;

k. after a student has been suspended short term, the schools can place conditions, when available and where appropriate, on the student's return to school, return to the regular classroom, participation in school activities, participation in school functions, and/or the student's being permitted on school property.

2. Principals may extend short-term suspensions [up to ten (10) days] into the next school year for violations of the Code of Student Conduct that occur at or near the end of the school year. Also, the superintendent or designee may extend a long-term suspension (up to a school year) into the next school year.

3. Elementary school students. Other than violent criminal conduct involving dangerous weapons or devices or drug-related crimes, the schools reserve their authority not to impose a suspension upon (or seek the expulsion of) an elementary student when such an action would be contrary to the best interests of the student and the school system.

4. The School Board or Superintendent or designee approves conditions under which students may return to school. In general, students serving long-term suspensions may return at the beginning of the next school year, although special conditions may extend a long-term suspension into the next school year. Students expelled may only be readmitted by the school board and conditions may be set outlining the conditions for applying for re-admissions and a minimum period that the student must remain out of school.

5. Students who are subject to suspensions held in abeyance or to probation periods will be subject to the terms or conditions set forth by the discipline decision. Violations of any of these terms or conditions may result in activation of the suspension and/or further disciplinary action being taken.

6. Recommendations for long-term suspension and/or expulsions for actions other than those specified in 22.1-277.07 (weapons) and 22.1-277.08 (drugs) shall be based on consideration of the following factors: (a) the nature and seriousness of the violation; (b) the degree of danger to the school community; (c) the student's disciplinary history, including the seriousness and number of previous infractions; (d) the appropriateness and availability of an alternative education placement program; (e) the student's age and grade level; (f) the results of any mental health, substance abuse or special education assessments; (g) the student's attendance and academic records; and (h) such matters as deemed appropriate.

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

7. Pupils may be suspended or expelled from attendance at school for sufficient cause: however in no cases may sufficient cause for suspensions include only instances of truancy.

8. In accordance with Section 22.1-277.2:1 of the Code of Virginia, any student who has been charged with a criminal offense involving drugs, alcohol, weapons, or intentional injury to others may be placed in the alternative education program, even if the offense did not occur on school property or during school time. If such offense did occur on school property, students are subject to disciplinary action, including suspension and expulsion, regardless of whether the student has been charged criminally. In accordance with Section 22.1-277 of the Code of Virginia, students who are adjudicated delinquent or convicted of a criminal offense involving drugs, weapons, intentional injury to others, or violent criminal conduct may be suspended, expelled, or placed in the alternative education program, even if the offense did not occur on school property or during school time.

NOTE: In accordance with Section 22.1-277.2:1 of the Code of Virginia, a student may be short-term suspended for up to 10 school days if that student has been charged with certain incidents involving intentional injury to another student in the same school. This short-term suspension may remain in force pending the decision as to whether to require such student to attend an alternative education program. This authority to short-term suspend is granted even if the offense did not occur on school property or during school time.

Appeal Rights From Decision to Place Student in Alternative Education Program for Charges and Convictions of Certain Crimes

The Division Superintendent or designee shall determine whether students charged with or convicted of the offenses set forth above are required to attend the alternative education program after providing (1) written notice to the student and his parent that the student will be required to attend an alternative education program and (2) notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the Superintendent or his designee regarding such placement. Such notice shall provide that the student or his parent have five days from their receipt of the written notice that the student will be required to attend the alternative education program to request such hearing before the Superintendent or his designee. After any such hearing conducted by the Superintendent or his designee, the Superintendent or designee shall provide his written decision to the student and his parent within ten days of the hearing. The decision of the Superintendent or designee regarding such alternative education placement shall be final unless altered by the School Board, upon written request by the student or his parents for a review of the record by the School Board. Such written request must be filed by the student or his parent within ten days of the student's/parent's receipt of the written decision of the Superintendent or designee. The School Board shall review the record related to the alternative education placement, but shall not be required to hold any hearing. After its review of the record, the School Board shall render a final decision on the placement.

F. VIOLATIONS OF LAW

Law Enforcement. The Spotsylvania County School Board has authorized the use of sheriff's deputies or School Resource Officers (SROs) in the schools. The presence of these officers helps provide for the safety, welfare and security of all students. However, as police officers, they are required to enforce the laws of the Commonwealth of Virginia. According to Section 22.1-279.3:1 of the Code of Virginia, principals shall immediately report to the local law-enforcement agency: (i) any incident described in subdivision A1 that may constitute a felony offense; and (ii) incident described in subdivisions A3 through A7, except that a principal is not required, but may report any incident described in subdivision A4 committed by a student who has a disability. The principal shall also immediately report any act enumerated in subdivisions A1 through A5 that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Furthermore, the principal shall report that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.
Searches. The School Board permits school authorities, in accordance with policy (JFG), to search a student, lockers, or student automobiles when they have reason to believe that a student may have in his/her possession any drugs or weapons, or other articles not permitted by the Code of Student Conduct, School Board Policy or school rules and regulations or may have otherwise violated the law or a school rule. In addition, the School Board authorizes random canine-assisted searches of school buildings, lockers, classrooms, parking lots and grounds. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Administrators are required to complete a Search Report Form which includes contacting the parent regarding the results of the search.
Weapons and explosives are prohibited on school property and the school division may implement weapons detectors in schools. All students who wish to enter a building in which weapons detectors are in use will be screened. If a weapons detection system signals an alert, students will be subjected to secondary screening to divest any items that may have triggered the alert and they may be asked to go through the weapons detector again. Any weapons, explosives, or other contraband discovered during secondary screening will result in disciplinary action.
Students with implanted or wearable electronic medical devices should consult with their physician and device manufacturer and may request an alternative manual screening method to the school principal for approval.
Metal Detectors. The School Board authorizes use of metal detectors in order to maintain a weapons-free environment.
Juveniles tried as Adults. In regards to violations of state law, all students should be aware that students, age 14 years or older, may be tried as adults for certain felony charges. Each middle and high school guidance counseling office has copies of the circumstances for which a student may be tried as an adult.
Battery against School Employees. In accordance with the Code of Virginia, Section 18.2-57, any person (juveniles or adults) who commits battery against certain school employees engaged in the performance of their duties, upon conviction, shall receive a minimum of 15 days in jail, two (2) of which cannot be suspended.

G. OTHER BOARD POLICIES

The other policies of the School Board pertaining to the behavior of students, including policies on tobacco, alcohol and drugs, are hereby incorporated by reference into this Code of Student Conduct. Such policies can be enforced as a part of the Code of Student Conduct. The Superintendent shall provide the School Board with a monthly summary report of disciplinary action.

H. COMPLIANCE WITH OTHER LAWS

To the extent that any law may supersede the implementation or application of any of the foregoing provisions, the school board reserves the right to implement or apply the provision to the extent that the law permits.

ADOPTED: August 12, 1991
REVISED: January 25, 1993
REVISED: September 12, 1994
REVISED: August 14, 1995
REVISED: August 12, 1996
REVISED: August 11, 1997
REVISED: July 27, 1998
REVISED: August 9, 1999
REVISED: August 14, 2000
REVISED: August 13, 2001
REVISED: October 8, 2001
REVISED: July 14, 2003
REVISED: June 28, 2004
REVISED: July 10, 2006
REVISED: June 25, 2007
REVISED: July 20, 2009
REVISED: June 27, 2011
REVISED: June 25, 2012
REVISED: July 8, 2013
REVISED: June 23, 2014
REVISED: July 13, 2015, updated September 16, 2015
REVISED: June 27, 2016
REVISED: June 12, 2017
REVISED: June 11, 2018
REVISED: June 10, 2019
REVISED: June 8, 2020
REVISED: June 14, 2021
REVISED: August 8, 2022
REVISED: June 12, 2023
REVISED: June 10, 2024
REVISED: December 9, 2024**,** Effective 8/11/2025
REVISED: June 9, 2025

LEGAL REF: Code of Virginia, 1950, as amended, Sections 16.1-305.1, 18.2-56, 18.2-57, 18.2-128, 18.2-212, 18.2-247, 18.2-248, 18.2-248.1:1, 18.2-255.2, 18.2-308.1, 22.1-78, 22.1-205, 22.1-209.1:2, 22.1-254, 22.1-258, 22.1-274.2, 22.1-276.2, 22.1-276.3, 22.1-277, 22.1-277.2:1, 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.07:1, 22.1-277.08, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.4, 22.1-280.

Governor's Executive Order 33
Virginia Department of Education Guidance for Cell Phone-Free Education

APPENDIX



STUDENT CONDUCT ON SCHOOL BUSES
(Regulation EEACC-R)

The following regulations will govern the transportation of students by publicly owned and operated school buses. Every parent, student, teacher, and other person charged with responsibility for the safety of students shall become familiar with these regulations. Any violation of these regulations by a student shall cause suspension from the school bus or school. Any negligence by the Spotsylvania County School Board employees in enforcing these regulations shall be considered cause for dismissal. To ensure safe and efficient transportation of students, the following shall apply:

1. The number of pupils who may ride a school bus is determined by the total number who can be seated on the seat cushion facing forward, safely placed within the seating compartment, and shall not exceed the manufacturer's capacity. Pupils may not be permitted to stand except under unforeseen temporary emergency conditions.
2. The bus driver is the only person permitted to open and close the entrance door.
3. Posters, stickers, and advertising material are prohibited in or on school buses.
4. No items that will restrict the passageway to the entrance or emergency door may be carried on the bus. Large items such as class projects, musical instruments, or sports items the student cannot safely hold must be transported by another means.
5. All students are under the driver's jurisdiction while on a school bus. Drivers have the same authority as teachers in the classroom.
6. All students are to get on the bus, take a seat (or assigned seat), and remain there until they reach their destination. Students are to refrain from reaching out of the bus windows.
7. Misconduct, such as fighting, yelling, use of profanity, use of racial slurs or discriminatory language, or any conduct that is distracting to the driver or jeopardizes the safety of others, will not be tolerated.
8. The possession and use of tobacco and vaping products, alcohol, or drugs is prohibited on the bus.
9. Consumption of food, candy, or drink, and chewing gum is prohibited on the bus. Glass containers on the bus are not permitted.
10. No objects will be thrown out of the bus's windows.
11. Students are expected to be at the bus stop five minutes before the appointed time to avoid unnecessary delays in the bus schedule.
12. All students are expected to ride the assigned or designated bus that picks up at the stop nearest his or her home. Students are expected to ride back home in the afternoon on the set or designated bus that stops most comparable to their home. Students must have parental approval and permission from the school office to ride another bus or to get on or off at stops other than their designated ones.
13. Any student found guilty of destroying any part of a school bus will be required to pay for the damage and will be disciplined by the school.
14. Possessing any object perceived as a weapon is prohibited. Prohibited items include knives, flammable items, toy weapons, razor blades, etc.
15. Electronic devices are not permitted to be used on school buses. Students may not use cell phones or electronic devices to videotape or record while riding.
16. The school administrator will discipline students who disobey the above rules.

Riding a school bus is a privilege rather than a right. State law specifies that school boards may provide transportation for a regular student. By law, only students with certain handicapping conditions are provided transportation. Student conduct must be acceptable to qualify for this optional benefit.

School buses are the property of SCPS. Only students and authorized individuals are permitted to board a school bus. Unauthorized individuals who board a school bus without permission will be prosecuted.

All use of the Spotsylvania County Public Schools Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The term computer system includes but is not limited to, hardware, software, data, communication lines and devices, and terminals.

ACCEPTABLE USE POLICY

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating learning, resource sharing, innovation and communication. The term computer system includes but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD, and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, interactive whiteboards/panels, audio-visual equipment, multimedia devices, workstations, remote network access, cloud services, the Internet and other electronic services, and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the Division's computer system must be:

1. in support of education and/or research; or
2. for legitimate division business

Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff. This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy and the Technology Use Guidelines established by the superintendent. GSuite accounts (email and Google Drive) of students who withdraw from Spotsylvania County Public Schools during the school year will become disabled on the date of their withdrawal and no longer accessible. Graduating seniors will have access to their GSuite accounts until June 30 of their graduating year. On June 30, these accounts will be disabled and no longer accessible to the students. The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

1. a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing, or downloading illegal material via the Internet; provisions, including the selection and operation of a technology protection measure for such
2. computers that seek to prevent access to

a. child pornography as set out in Virginia Code Section 18.2-374.1:1 or as defined in 18 U.S.C. Section 2256;

b. obscenity as defined by Virginia Code Section 18.2-372 or 17 U.S.C. Section 1460; and,

c. material that the school division deems to be harmful to juveniles as defined in Virginia Code Section 18.2-390, material that is harmful to minors as defined in 47 U. S. C. Section 254(h)(7)(G), and material that is otherwise inappropriate for minors;

3. provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
4. provisions establishing that all usage of the computer system may be monitored;
5. provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyber bullying awareness and response;
6. provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities;
7. provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
8. provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
9. a component of Internet safety for students that is integrated in the division's instructional program

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum. Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources. Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the superintendent or superintendent's designee. No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet. The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. Users of the system agree to indemnify the School board for any losses, costs, or damages relating to or arising out of any violation of this policy or the Technology Use Guidelines. The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system. The School Board reviews and amends if necessary, and approves this policy every two years.

TECHNOLOGY USE GUIDELINES

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

Computer System Use-Terms and Conditions

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

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

3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to: using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.

- Sending, receiving, viewing or downloading illegal material via the computer system.
- Unauthorized downloading of software.
- Using the computer system for private financial or commercial purposes.
- Wastefully using resources, such as file space, gaining unauthorized access to resources or entities, posting material created by another without his or her consent.
- Submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
- Gaining unauthorized access to resources or entities is prohibited.
- Use of resources in a manner which causes the network to stop working properly (slowness, user access issues, denial of services, etc.).
- Using the computer system while access privileges are suspended or revoked.
- Vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
- Intimidating, harassing, bullying, or coercing others.
- Threatening illegal or immoral acts.

4. **Digital Citizenship.** All instructors will teach digital citizenship and take every opportunity to warn of potential dangers and model safe and appropriate internet use during regular instruction. 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 not forge, intercept or interfere with electronic mail messages.
- Use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
- Users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
- Users shall respect the computer system's resource limits.
- Users shall not post chain letters or download large files
- Users shall not use the computer system to disrupt others.
- Users shall not modify or delete data owned by others.
- Users shall accept the responsibility for all material they access.
- Users are responsible for reporting any inappropriate material they receive.

5. **Artificial Intelligence.** AI refers to computer systems or software designed to simulate human intelligence, including capabilities such as learning, problem-solving, language understanding, and decision-making. Examples include virtual assistants, machine learning algorithms, and language models. Generative AI: A subset of AI that generates new content, such as text, images, audio, or video, based on patterns learned from large datasets. Generative AI tools include platforms such as ChatGPT, DALL·E, and other similar systems that create human-like responses or media.

- Staff members are permitted to use Artificial Intelligence and Natural Language Processing (AI) tools ethically and responsibly to fulfill job responsibilities as long as such use aligns with these guidelines.
- Staff are prohibited from using Personally Identifiable Information with any generative AI tools that utilize public platforms or databases. Such use could result in the unintended dissemination of sensitive information and would violate Federal and State confidentiality laws.
- Students may use AI assistance under the guidance of their teacher or with their teacher's permission if guidance is not provided. If a teacher explicitly prohibits AI use for an assignment or project, students must adhere to that direction. Additionally, students should be transparent about their use of AI and should communicate if AI was used in any capacity for an assignment.

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. It is a violation to share passwords or to gain access to an account that is not yours.

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

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

9. **Electronic Communication.** The school division's electronic communication systems, including but not limited to email, chats, messaging platforms (e.g., Rooms, Synergy parent messaging), and other digital communication tools, are owned and controlled by the school division. These systems are provided to support students and staff in fulfilling their duties and as educational tools. Electronic communication is not private. Student communications will be monitored, and staff communications may be accessed and monitored by the school division
All electronic communications may be archived. Unauthorized access to any electronic communication account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of the 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 and use of the computer system of users may also be monitored manually. Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action. Users should have no expectation of privacy regarding their use of SCPS equipment, network, Internet access, files, or e-mail access.

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

Revised: 2/19/2025

APPENDIX

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY SCHOOL

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights concerning the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Spotsylvania County School Division receives an access request. Parents or eligible students should submit to the school registrar a written request that identifies the records they wish to inspect. The school official will make access arrangements and notify the parent or eligible student when and where the documents may be reviewed.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise violating the student's privacy rights under FERPA. Parents or eligible students who wish to ask the Spotsylvania County Public Schools Division to amend a record should write the school principal, clearly identify the part of the record they want to be changed, and specify why it should be changed. Suppose the school decides not to amend the record as the parent or eligible student requested. In that case, the school will notify the parent or eligible student of the decision and 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 provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The school employs a school official as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its employees and who is under the direct control of the school concerning the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
4. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already registered if the disclosure is for purposes of the student's enrollment or transfer. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Spotsylvania County School Division to comply with the requirements of FERPA. The name and address of the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The following is the list of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of Personally Identifiable Information (PII) from student's education records without the parent's or eligible student's consent if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent from the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- 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 if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, 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 related to those programs.
- These entities may disclose PII to outside entities designated by them as their authorized representatives to conduct any audit, evaluation, enforcement, or compliance activity on their behalf. (§§99.31(a)(3) and 99.35) In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, before adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
- To organizations conducting studies for, or on behalf of, the school to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
- To appropriate officials concerning a health or safety emergency, subject to §99.36. (§99.31(a)(10.)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).

FERPA information in this handbook is current as of July 27, 2022
Please visit the SCPS website (www.spotsylvania.k12.va.us) for any updates.

2024-2025 Centralize Release of Student Directory Information to Military Recruitment Commands and Active Memorandum of Agreements with Navy Talent Acquisition Group Richmond (NTAG Richmond)

Article: 2024-27-245
Audience: Superintendents
Contact: Daniel Dunham, Military Student and Families Specialist,
Daniel.Dunham@doe.virginia.gov

On June 24, 2024, the Virginia Department of Education entered into a Memorandum of Agreement (MOA) with Navy Talent Acquisition Group Richmond (NTAG Richmond) for the purpose of sharing student "directory information" between the parties in a manner consistent with the Family Education Records Privacy Act of 1974 (FERPA).

The VDOE undertook this task for school divisions across the Commonwealth by entering this MOA. The decision to centralize the release of this data was made to improve the efficiency in the response to these report requests. The VDOE Office of Data Services has updated the Student Record Collection (SRC) to facilitate the collection of the directory data and will provide training this summer to division data staff. This information will be collected twice a year on the fall SRC (October) and spring SRC (April).

In order to comply with opt-out provisions in the Federal law, any student (18 or older) or parent of an 11th or 12th grader that has opted their child out of their information being sent to the military must be excluded and updated with the VDOE by November 1 each year to not be included in the December 1 secure data transmission to the military and by May 1 to not be included in the June 1 secure data transmission to the military. If opt outs are received by the VDOE after either date, the opt out will take effect during the next data transmission to the military. It is imperative that schools continue to accurately update opt outs with the VDOE data submission so that FERPA is maintained, and names are not erroneously sent to the military.

The directory information will be used by military recruiters in Virginia to provide student information concerning training, employment, and scholarship opportunities available through the military. Additionally, by this agreement, VDOE appoints NTAG Richmond as the point of contact for military recruiting branches for purposes of sharing this centralized data. The data shared with NTAG Richmond and other military recruiting branches is to be used only for military recruiting purposes authorized by statute. School divisions that accurately submit these new data elements in the fall and spring SRC submissions during the 2024-25 school year for all of their high schools will have successfully met federal requirements pertaining to “directory information” and will require no further action.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding conducting surveys, collecting and using information for marketing purposes, and specific physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) – Political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family;

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

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collecting, disclosing, or using the personal information collected from students for marketing, selling, or otherwise distributing the information to others. (This does not apply to collecting, disclosing, or using personal information collected from students to develop, evaluate, or provide educational products or services for, or to, students or educational institutions.)

Inspect upon request and before administration or use:

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

These rights are transferred from the parents to a student who is 18 years old or an emancipated minor under state law. SCPS has developed policies, in consultation with parents, regarding these rights and arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school division will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The division will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the particular activity or survey. SCPS will notify parents at the beginning of the school year if the division has identified the exact or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and an opportunity to opt their child out of such activities and surveys. Parents will also be provided a chance to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

APPENDIX

TITLE IX COMPLIANCE AND PROCEDURES

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Under 34 C.F.R. 106.8(b), this notice is to notify staff, parents, students, and the community that in compliance with Title IX and its implementing regulations, SCPS does not discriminate based on sex in its education program or activity and this nondiscrimination commitment extends to both admission and employment. SCPS' Policy JFHA (Prohibition Against Harassment and Retaliation) for students and Policy GBA (Prohibition Against Harassment and Retaliation) for employees provide a comprehensive overview of how to file a complaint and set forth a grievance process that complies with Title IX. To file a complaint and/or to obtain more information about Title IX, contact:

Dennis W. Martin, Ph.D., Title IX Executive Director of Organizational Compliance
Spotsylvania County Public Schools
8020 River Stone Drive
Fredericksburg, VA 22407
Phone: 540.834.2500, ext. 1019
Email: dwmartin@spotsylvania.k12.va.us

In addition, inquiries about the application of Title IX also may be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

For contact information, visit: **www2.ed.gov/about/offices/list/ocr/contactus2.html**

Retaliation against an individual who reports sexual harassment or participated in any related proceeding is strictly prohibited.

NOTICE FOR DESTRUCTION OF STUDENT RECORDS

Spotsylvania County Public Schools destroys records of all students in accordance with relevant state and federal laws, including but not limited to the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and the Policies for Records Retention and Disposition published by the Library of Virginia.

Certain records, such as those classified by the Library of Virginia as "Student Cumulative File: Long-Term Documentation," must be retained for at least 75 years after the student graduates, completes the Board of Education program, transfers, or withdraws from school. However, other records, such as those classified by the Library of Virginia as "Student Cumulative File: Shorter-Term Documentation," may be destroyed seven years after the student graduates, completes the Board of Education program, transfers, or withdraws from school. In some instances, Virginia Alternate and Alternative Assessment collections may be destroyed after one year.

Accordingly, should the student (or parent/guardian of the student, if the student is less than 18 years of age) need to obtain a copy of any records that may be destroyed within five years or sooner, the student (or the parent/guardian of the student, if the student is less than 18 years of age) must do so by notifying the school division within the applicable timeframe of the date on which the student graduated, transferred, or withdrew from school.

The applicable Library of Virginia's Records Retention Schedule is available for download at the following website:

www.lva.virginia.gov/agencies/records/sched_local/index.htm

APPENDIX

NOTICE OF PARENTAL RESPONSIBILITY AND INVOLVEMENT REQUIREMENTS

Section 22.1-279.3 of the Code of Virginia contains provisions addressing parental responsibility and involvement that promote proper student conduct. By enacting this legislation, the General Assembly has asserted that parents do not relinquish their responsibility for disciplining or managing their children while attending public schools.

Instead, parents must partner with school administrators to maintain a safe and orderly school environment. Most parents are already involved and support the schools. Therefore, the school division recognizes that it will not need to resort to the enforcement provisions in this legislation unless a parent willfully and unreasonably fails to meet his/her responsibility as outlined below:

- Parents must sign and return a statement acknowledging receipt of notice of requirements of §22.1-279.3 of the Code and the School Board's standards of student conduct.

NOTE: Parents are not precluded from expressing, through the appropriate channels, disagreement with implementing the School Board's standards of conduct. Parents maintain the right to appeal a suspension or expulsion under §22.1-277 of the Code of Virginia.

- The 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 help improve the student's behavior and educational progress. The Code of Virginia §22.1-279.3 authorizes the Juvenile and Domestic Relations Court, upon finding that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials to discuss improving the student's behavior or upon a student's receiving a second suspension or being expelled, may order not only the student or his parent but both parents if they have legal and physical custody, to participate in such programs or such treatment, including parenting counseling or a mentoring program, as the court deems appropriate to improve the student's behavior.
- Principal or designee shall 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 the fact that if the student is suspended, they may be required to accompany the student to meet with school officials. The parent may be required to meet with school officials to discuss improving the student's behavior before a suspended student is readmitted to school.

Suppose parents fail to comply with these requirements. In that case, the School Board may petition the juvenile and domestic relations court to proceed against the parents for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

The court is authorized to take the following actions:

- Order the parent to meet with school officials if the parent willfully and unreasonably fails to meet with the Principal after such a request has been made.
- Order the student or parents to participate in treatments or programs to improve the student's behavior or be subject to other limitations and conditions as the court deems appropriate and/or impose a fine of up to $500 if the parent willfully and unreasonably fails to meet with school officials if a student is to be readmitted after a suspension, or a student is receiving a second suspension or is being expelled.

PARENTAL NOTIFICATION OF INSTRUCTIONAL MATERIALS WITH SEXUALLY EXPLICIT CONTENT

The Spotsylvania County School Board has adopted Policy IIA Instructional Materials to establish clear procedures for schools to (i) identify all instructional materials with sexually explicit content, (ii) ensure parental notification of any instructional materials with sexually explicit content, (iii) permit parents/guardians to review all instructional materials with sexually explicit content, and (iv) ensure alternative instructional materials that do not include sexually explicit content is provided in a non-punitive manner for any student whose parent/guardian so requests.

FORMS

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SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

REQUIRED

Code of Student Conduct Parent & Student Signature Page

Student's Name (Print) _____ **Grade:** _____

1. Code of Student Conduct, 2025-2026

2. Parental Responsibilities & Involvement Requirements of VA Code §22.1-279.3

3. Compulsory Attendance Law Requirements

4. Student Conduct on School Buses

5. Acceptable Use of Technology Policy (Regulation IIBEA-R)

6. Emergency Aid: I permit my child's medical information to be discussed with teachers and school personnel on a "need to know" basis. If neither the mother nor father can be reached in case of an accident or sudden illness, I permit the school nurse (or school authorities) to render first aid to my son/daughter and transport them to the hospital, as needed. Further, I allow the hospital physicians to treat my child, and I shall assume financial responsibility.

7. Free & Reduced Meal Information: I acknowledge that I have received copies of the Free and Reduced Meal application located in the Forms Section of the Parent-Student Handbook. In addition, I acknowledge receipt of the Free and Reduced Meal Price Benefits and Guidelines and the notification of Student Meal Accounts located on page 10 of the handbook.

I am the parent of the above-named child and, by my signature, acknowledge that I have received copies of items 1 through 5 and have read and reviewed all of the items with my child. Additionally, I have reviewed the conduct and items prohibited by Section C in the Code of Student Conduct and the definition of "possession," which can also be found in Section C of the Code of Student Conduct.

By signing this Statement of Receipt, I do not waive or abdicate but expressly reserve all rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia. I further understand that I have the right to express disagreement with the school's decisions or the school division's policies.

Parent Signature: _____ **Date:** _____

AGREEMENT BY THE STUDENT

I have read the Code of Student Conduct, Student Conduct on School Buses, and the Acceptable Use of Technology policy. I agree to abide by the rules and regulations and all other expectations of good behavior and attendance.

Student Signature: _____ **Date:** _____

Return signed form to your child's school.

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OPTIONAL

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Photographic and Electronic Publishing Opt-Out Form

Should you wish to opt OUT your student of photographs or electronic publishing in Spotsylvania County Public Schools, this form must be completed and signed by the parent/guardian for each student for the 2025-2026 school year. If your student is active in athletics and/or extracurricular activities, such as band, there is the potential for photographing/videotaping your student. Participation in these activities precludes opting your student out of photographs, videos, and media. This form may not be altered to add categories. Should you wish to discuss this form, please contact your school's administrator.

Photographs of Students

Students are sometimes photographed or videotaped while participating in school activities. This is usually done by school personnel or parents, but local newspapers and other media will occasionally take photographs or videotape as part of an article or story. Additionally, the school yearbook, school newspaper, and school division publications frequently take and incorporate photographs in their publications and productions. Some classroom activities also involve photographing students. If you do **NOT** desire that your child be photographed or videotaped during a school activity, please check the appropriate box below:

☐ **My child may ONLY be photographed and published for the school yearbook.**

☐ **My child may NOT be photographed or recorded by Spotsylvania County Public Schools.**
(This selection prevents your child from appearing in ALL school publications and all external media.)

Electronically Published Student Information

Spotsylvania County Public Schools publishes information about our schools and their online activities. Occasionally, we may wish to include your child's name and/or photograph on our website. This information may be published to recognize achievement or in conjunction with displaying your child's work on the internet. If you do NOT desire your child's name, photograph, or work to be published online, please check the box below.

☐ **My child's name, photograph, or work MAY NOT be published electronically by Spotsylvania County Public Schools.**

Student's Name: _____

School: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ **Date:** _____

Return signed form to your child's school.

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REQUIRED

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Remote Learning Information

Dear Parent/Guardian:

The Virginia Department of Education is collecting remote learning information for all students. Please take a moment to select the appropriate options below and return this form to your student's school.

****

Student's Name: _____ Grade Level:_____

Please check the box that pertains to your student:

Has internet at home:

- ☐ Internet access at home allows for live streaming, classroom instruction, real time interaction with teachers and classmates
- ☐ Internet access at home is available but too slow for live streaming or real time interaction
- ☐ No Internet Connection Available for Unknown Reasons
- ☐ No internet connection at home due to cost of service
- ☐ No internet connection at home due to service availability

Device Access:

- ☐ School provided
- ☐ Personal
- ☐ Shared with family members
- ☐ Smartphone only
- ☐ No device
- ☐ Public device

Return signed form to your child's school.

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SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

1:1 Technology Take Home Agreement

I, the undersigned parent or legal guardian, understand that my child will be checking out SCPS Technology equipment, which will be used at school and at home. Spotsylvania owns the equipment County Public Schools (SCPS) is being loaned to the student. I acknowledge and agree that the equipment is in good working order and that I am responsible for returning it to SCPS in the same condition in which it was received, ordinary wear and tear excepted. Equipment will be returned when requested by SCPS and no later than the end of the academic school year or upon the student's withdrawal from an SCPS school, whichever is sooner. I understand and agree that if the computer is lost or damaged during use, I will be responsible for repair or replacement costs. If the student does not return the device and charger, I understand and agree to pay a fee equal to the replacement cost of the missing equipment. I agree that I will reimburse SCPS for all repairs or replacement costs due to lost or damaged equipment within thirty (30) days of receiving notice from SCPS that such costs are due. I further agree that I am responsible for all collections costs, including attorney's and court costs, if I fail to make such payments within thirty (30) days.

I understand and agree that the loaned equipment is for the sole use of the student named on this form and shall only be used for legitimate school business or in support of education and related research. The student and I understand that food and drink should be kept from the equipment. If the device is damaged at home, the student should notify the school within 48 hours. Identification/inventory labels have been placed on the device. These labels are not to be removed or modified. Additional stickers, labels, tags, or markings will not be added to the device. I further understand and agree that the use of the equipment must comply with the SCPS Acceptable Use Policy (Policy IIBEA). I know that using the Internet outside the protection of the SCPS network poses an increased risk to my student's privacy and online safety. I will monitor and/or discuss the appropriate use of the equipment and safe online use while my student is on the Internet outside the SCPS network to ensure that my child is aware of the risks associated with unfiltered Internet use.

I understand and agree that I am responsible for discussing and reviewing the SCPS Acceptable Use Policy (Policy IIBEA) and Technology Use Guidelines with my child, as required by the Code of Student Conduct, and these requirements apply regardless of the location of the device (home/school/remote location). Both the Acceptable Use Policy and the Technology Use Guidelines can be found on the SCPS website at https://www.spotsylvania.k12.va.us/page/instructional-technology

Student Name: _____ Grade: _____

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

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REQUIRED

Parent Consent for Google Additional Apps

Spotsylvania County Public Schools uses Google Workspace for Education to support student learning. Students have access to **Core Services** (such as Google Drive, Docs, Slides, Sheets, Classroom, and Gmail) that are protected under our division's agreement with Google.

Teachers may also request students use **additional Google applications** outside of the Core Services, such as:

- **Applied Digital Skills:** This provides free video-based lessons that teach practical digital skills.
- **Blogger:** A blog-publishing service that allows users to create and share their thoughts, ideas, and stories online.
- **Chrome Web Store:** An online marketplace where users can discover and install web applications, extensions, and themes for the Google Chrome browser.
- **CS First:** A program that provides free computer science curriculum and resources for educators to teach coding to students in grades 4-8.
- **Google Arts & Culture:** An online platform that provides access to high-resolution images and videos of artworks and cultural artifacts from museums and archives around the world.
- **Google Bookmarks:** A service that allows users to save and organize links to web pages they find useful.
- **Google Books:** A service that provides access to a vast digital library of books, including previews, full texts (for some public domain books).
- **Google Earth:** A virtual globe, map, and geographical information program that allows users to explore the Earth through satellite imagery, 1 maps, terrain, and 3D buildings.
- **Google Maps:** A web mapping service that provides detailed information about geographical regions and sites around the world.
- **Google News:** A news aggregator that compiles news stories from various sources worldwide.
- **Google Translate:** A multilingual neural machine translation service that can translate text, speech, images, and websites from one language to another.
- **YouTube:** A video-sharing platform where users can upload, view, and share videos.

These additional apps are governed by Google's general Terms of Service and Privacy Policy, not the educational agreement.

We are seeking **verifiable parental consent** before granting student access to these additional applications.

Important:
If you do not provide consent, your child will still have full access to Google Workspace Core Services used for instruction.

Consent:

_____ I give permission for my child to access additional Google applications for educational purposes.

_____ I do NOT give permission for my child to access additional Google applications.

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REQUIRED

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Dear Parent/Guardian:

The Virginia General Assembly passed legislation (HB 2372 and SB 1354) that requires the Department of Education to establish a process for identifying uniformed connected students by local school divisions. Identifying military-connected students will allow schools to target unique support services to students during all stages of transition and deployment and can be used to seek grant funding.

Please take a moment to select the appropriate option below and return this form to your student's school by September 16, 2025.

****

Student's Name: _____ Grade Level:_____

Please check the box that pertains to your student (check only one).

- ☐ Student is **not military-connected**
- ☐ **Active Duty:** Student is a dependent of a member of the Active Duty Forces (Army, Navy, Marine Corps, Coast Guard, Spaceforce, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the U.S. Public Health Services)
- ☐ **Reserve:** Student is a dependent of a member of the Reserve Forces (Army, Navy, Air Force, Marine Corps, or Coast Guard)
- ☐ **Active Service:** Student is a dependent of a member of the full-time National Guard
- ☐ **Reserve:** Student is a dependent of a member of the National Guard

Data collected and reported to the Department of Education will be non-identifiable and not be used as an "accountability subgroup."

Parent Signature: _____ Date:_____

Return signed form to your child's school.

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OPTIONAL

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Alternate Transportation Form

Child's Name: _____

School: _____ Grade: _____

Please fill out this form ONLY if your child's regular pick-up and/or drop-off location will be **different from your home address.

PICK-UP Location

Care Giver Name: _____

Address **(REQUIRED)**: _____

_____

Phone Number: _____

DROP-OFF Location

Care Giver Name: _____

Address **(REQUIRED)**: _____

_____

Phone Number: _____

Parent Signature: _____ Date: _____

Return signed form to your child's school.

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OPTIONAL

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

COMMONWEALTH OF VIRGINIA
CERTIFICATE OF RELIGIOUS EXEMPTION

Name _____ **Birth Date** _____

Student I.D. Number _____

The administration of immunizing agents conflicts with the above named student's/my religious tenets or practices. I understand, that in the occurrence of an outbreak, potential epidemic or epidemic of a vaccine-preventable disease in my/my child's school, the State Health Commissioner may order my/my child's exclusion from school, for my/my child's own protection, until the danger has passed.

_____ _____

Signature of parent/guardian/student **Date**

I hereby affirm that this affidavit was signed in my presence on

This _____ **Day of** _____

Notary Public Seal

Form CRE-1; Rev. 00/92

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SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Dear Parent or Guardian:

Children eligible for Free or Reduced Price Meal benefits based on income eligibility may also be eligible to participate in other Spotsylvania County Public Schools (SCPS) fee-based programs without paying a fee or by paying a reduced cost. You may also be eligible to receive information about scholarships, classes, and services provided by agencies and organizations other than SCPS.

Suppose you want your children to participate in SCPS fee-based programs on a free or reduced fee basis and receive information about other benefits for your children. In that case, you must provide a written agreement allowing SCPS staff to share information about your children's meal eligibility status.

If you agree to share this information, the SCPS Food Service Office will disclose only whether you are eligible for free or reduced-price meals and disclose only to your children's school principal, assistant principal, school counselors, and other SCPS program staff involved in these activities. Information received by SCPS staff will only be used for the purposes described in this letter and will not be shared with anyone else, within or outside SCPS.

Please complete your children's information and mark (X) the appropriate boxes on the "Shared Information with Other Programs" Form on page 68. Your agreement to share this is entirely voluntary. Declining to share your children's eligibility information with other SCPS programs will not affect their eligibility for free and reduced-price meals.

Please return this form to your child's school or mail it to:

- **Spotsylvania County Public Schools, School Food Services, 8720 Courthouse Road, Spotsylvania, Virginia 22553**

If you have any questions, please get in touch with the School Food Service Office at *(540) 582-5894 Ext 1967.*

Sincerely,

Jessica Henderson

Jessica Henderson
Supervisor-Food Services
Spotsylvania County Public Schools

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

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail: **U.S. Department of Agriculture**
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
Fax: (833) 256-1665 or (202) 690-7442; or
Email: program.intake@usda.gov
This institution is an equal opportunity provider.

OPTIONAL

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

Food Services Department

SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

We must have your permission to share your information for the following programs. Sending in this form will not change whether your children get free or reduced-price meals.

☐ No, I **DO NOT** want information from my Free and Reduced Price School Meals Application shared with any of these programs.

If you checked "No", stop here. You do not have to complete or send in this form. Your information will not be shared.

☐ Yes, I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **Lion's Club Eyeglasses**.

☐ Yes, I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **Summer School Fees**.

☐ Yes, I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **AP Waivers**.

If you checked yes to any or all of the boxes above, fill out the form below to ensure your information is shared with the child(ren) listed below. Your information will be shared only with the programs you checked.

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____ Address:_____

For more information, call Jessica Henderson at (540)582-5894, Ext. 1967.

Return this signed form with your meal application to your child's school or mail/fax to the Food Service.
Office: 8720 Courthouse Rd., Spotsylvania, VA 22553
Fax number: (540) 582-5687

Scoliosis Facts

Dear Parent/Guardian,

This letter is being sent by the Code of Virginia 22.1-273.1, which directs that each school board provides annual educational information about scoliosis to parents/guardians of students in grades five through ten.

Scoliosis is a lateral curvature of the spine. It can have adverse effects, including the progressive development of a poor range of motion, back pain, distortion of the position of the ribs, impaired function of the heart and lungs, unpleasant cosmetic deformities, and social and psychological problems, including poor self-image and social isolation.

Screening for scoliosis for children between the ages of 10 to 15 has been recommended because the prevalence of scoliosis begins to increase at about age 10 to 11 with the pre-adolescent growth spurt and a lateral spinal curve of 11 degrees or greater present in about 2 to 3 percent of adolescents at the end of their growth period. Progressive curves occur three to four times more frequently in girls than boys. Scoliosis tends to run in families; other siblings should be evaluated if scoliosis is diagnosed. It is essential to have children screened for scoliosis between 10 and 15, as early detection can prevent scoliosis from progressing and identify those needing treatment. Signs of scoliosis can include uneven shoulders, a head that is not centered, sides of the body not level, and one side of the rib cage higher than the other when bending forward.

It is recommended that now is the appropriate time to have your child screened for scoliosis by a healthcare provider if you have concerns about your student's spinal health. Scoliosis screening by your healthcare provider may include a medical history, physical examination of the back, chest, pelvis, legs, feet, and skin, and use of a scoliometer and/or x-rays. Scoliosis treatment options vary from observation bracing to surgery.

For further information:
https://www.niams.nih.gov/health-topics/scoliosis#tab-overview

SCHOOL & DAY CARE MINIMUM IMMUNIZATION REQUIREMENTS

Effective: July 2022

Documentary proof shall be provided of adequate age-appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home, or developmental center. Vaccines must be administered per the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (available at www.vdh.virginia.gov/Epidemiology/Immunization/acip.htm)

Children vaccinated following either the current harmonized schedule or the harmonized catch-up schedules (including meeting all minimum age and interval requirements) are considered to be appropriately immunized for school attendance. (See "Supplemental Guidance for School-required Vaccines" for additional information.)

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap) - A minimum of 4 properly spaced doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis-containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective A booster dose of Tdap vaccine is required for all children entering the 7th grade. **See supplemental guidance document for additional information.**

Meningococcal Conjugate (MenACWY) Vaccine - Effective July 1, 2021, a minimum of 2 doses of MenACWY vaccine. The first dose should be administered before entering 7th grade. The final dose should be administered before entering 12th grade.

Human Papillomavirus (HPV) Vaccine - Effective July 1, 2021, a complete series of 2 doses of HPV vaccine is required for students entering the 7th grade. The first dose shall be administered before the child enters the 7th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardians' sole discretion, may elect for the child not to receive the HPV vaccine.

Hepatitis B Vaccine - A complete series of 3 properly spaced doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule ONLY for adolescents 11-15 years of age AND ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Measles, Mumps, & Rubella (MMR) Vaccine - A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered before entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Haemophilus Influenzae Type b (Hib) Vaccine - This vaccine is required ONLY for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Pneumococcal (PCV) Vaccine - This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Rotavirus Vaccine - This vaccine is required ONLY for children less than 8 months of age. Effective July 1, 2021, 2 or 3 doses of Rotavirus Vaccine (dependent upon the manufacturer) is required.

Polio (IPV) Vaccine - A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday. See supplemental guidance document for additional information.

Varicella (Chickenpox) Vaccine - All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered before entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Hepatitis A (HAV) Vaccine – Effective July 1, 2021, a minimum of 2 doses of Hepatitis A vaccine. The first dose should be administered at age 12 months or older.

For further information, please call the Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.

12VAC5-110-80. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

A. Religious and medical exemptions. No certificate of immunization shall be required of any student for admission to school if:

1. *The student or his parent or guardian submits a notarized Certificate of Religious Exemption (Form CRE 1) to the admitting official of the school to which the student is seeking admission. Form CRE 1 is an affidavit stating that administering immunizing agents conflicts with the student's religious beliefs. The form is available on the Division of Immunization website at www.vdh.virginia.gov/immunization/requirements.*
2. *The school has written certification on either of the documents specified under "documentary proof" in 12VAC5-110-10 from a physician, registered nurse, or local health department stating that one or more of the required immunizations may harm the student's health. Such certification of medical exemption shall specify the nature and probable duration of the medical condition or circumstance that contraindicates immunization.*
3. *Upon identifying an outbreak, potential epidemic, or epidemic of a vaccine-preventable disease in a public or private school, the commissioner has the authority to require the exclusion from such school of all children who are not immunized against that disease.*

B. Demonstration of existing immunity. The demonstration in a student of antibodies against mumps, measles, rubella, or varicella in sufficient quantity to ensure protection of that student against that disease shall render that student exempt from the immunization requirements contained in 12VAC5-110-70 for the disease in question. Such protection should be demonstrated using a serological testing method appropriate for measuring protective antibodies against mumps, measles, rubella, or varicella. A reliable history of chickenpox disease diagnosed or verified by a healthcare provider shall exempt students from varicella requirements.

C. HPV vaccine. Because the human papillomavirus is not contagious in a school setting, a parent or guardian, at the parent's or guardian's sole discretion, may elect for the parent's or guardian's child not to receive the HPV vaccine, after having reviewed materials describing the link between the human papillomavirus and cervical cancer approved for such use by the board.

Statutory Authority - §§ 22.1-271.2, 32.1-12, and 32.1-46 of the Code of Virginia.
Historical Notes - Derived from VR355-28-300 § 3.2, eff. August 13, 1992; amended, Virginia Register Volume 26, Issue 11, eff. March 3, 2010; Volume 32, Issue 7, eff. January 14, 2016; Volume 37, Issue 23, eff. July 5, 2021.

Website addresses provided in the Virginia Administrative Code to documents incorporated by reference are for the reader's convenience only, may not necessarily be active or current, and should not be relied upon. The reader is encouraged to use the source document described in the regulation to ensure accurate information incorporated by reference.

As a service to the public, the Virginia Administrative Code is provided online by the Virginia General Assembly. We cannot answer legal questions or respond to requests for legal advice, including applying the law to specific facts. To understand and protect your legal rights, you should consult an attorney.

For more information on childhood vaccines or to request product insert information, please contact your school nurse.

ACCEPTABLE EVIDENCE OF IMMUNITY TO VARICELLA VIRUS FOR THE PURPOSES OF MEETING VIRGINIA SCHOOL ENROLLMENT REQUIREMENTS

Evidence of immunity to varicella includes any of the following:

1. Documentation of 1 dose of varicella vaccine given at 12 months of age or older for children born on or after January 1, 1997. Effective March 3, 2010, documentation of 2 doses of varicella vaccine is required before kindergarten entry.
2. Laboratory evidence of immunity or confirmation of varicella disease.
3. Diagnosis, or verification of a history, of varicella disease by a health-care provider.*
   (Parental reports are no longer acceptable without further evaluation. See below.)

Healthcare providers' documentation of a history of varicella

1. Complete Part II (Certification of Immunization), Section 1 of the current MCH form with the date of disease or serological confirmation, and sign the form.
   OR
2. Provide comparable information on a prescription blank with the provider's name printed on it or the provider's letterhead stationery. Either of these must be signed by the provider.
3. School personnel should accept either of these documents if signed and dated. If a prescription blank or note is presented, school personnel should attach this to the child's medical record.

Parental report of varicella disease

A school nurse may accept a parental report of varicella disease only if all of the following are reported by the parent in describing the child's illness.

- Acute onset of the illness.
- Maculopapulovesicular rash without other apparent cause.
- Generalized and pruritic rash with most lesions on the trunk.
- The lesions crusted over.

If these four criteria are met, the school nurse may document the history of varicella disease in Part II, Section 1, of the current MCH form and initial the entry.

If all four criteria listed are not met, or the nurse is uncertain if they have been met, the parent should be referred to their private provider for a review of the history, vaccination, or serological testing.

** "Health-care provider" includes physicians, nurse practitioners, physician assistants, and registered nurses.*

VDH VIRGINIA DEPARTMENT OF HEALTH
Protecting You and Your Environment
www.vdh.virginia.gov

Revised 1/2018

House Bill 1090 Immunization Frequently Asked Questions for Parents

The Virginia General Assembly passed House Bill 1090, which effectively requires Virginia's immunization recommendations and requirements to coincide with the recommendations of the Centers for Disability Control (CDC) Advisory Committee on Immunization Practices (ACIP).

What are the changes regarding kindergarten school entry vaccination requirements?
Before children enter kindergarten, they need two adequately spaced doses of the hepatitis A vaccine (HAV). The first dose should be administered at age 12 months or older. The HAV vaccine requirement is an addition to the existing kindergarten vaccine requirements according to the ACIP vaccine schedule. Before the law was enacted, children entering kindergarten were not required to have the HAV vaccine.

With the new requirements, are students in first grade and above required to receive the HAV vaccine doses?
No, rising first-grade students and above will be considered "grandfathered" and will not be required to receive the HAV vaccine doses.

If a first-grade student comes to Virginia from out of state, will they be required to have the HAV vaccine doses for school entry?
No, the first grader is not required to have the Hep A series; however, it is recommended.

My child is entering the twelfth grade; what vaccines will they need to enter school?
If your child is entering twelfth grade, they must have a meningococcal conjugate vaccine booster dose (MenACWY).

If students miss the HPV vaccine, will they be allowed to attend school?
A parent or guardian can decide if a child receives the HPV vaccine. A student is allowed to attend school and be missing HPV. Parents are encouraged to discuss this with their healthcare provider.

With the new requirements, are rising eighth through eleventh-grade students required to receive two doses of MenACWY?
No, rising eighth through eleventh-grade students will be considered "grandfathered" and will not be required to receive the seventh-grade MenACWY dose.

If students miss the HPV vaccine, will they be allowed to attend school?
A parent or guardian can decide if a child receives the HPV vaccine. A student is allowed to attend school and be missing HPV. Parents are encouraged to discuss this with their healthcare provider.

If a Kindergarten student presents with only one dose of the HAV vaccine on the first day of school, can the student receive conditional enrollment?
Yes, the student can receive conditional enrollment if the student has received the first dose of the HAV 2-dose series. The conditional enrollment period is 180 days.

What are the changes regarding seventh-grade school entry vaccination requirements?
Children entering seventh grade are required to present proof of their first dose of the human papillomavirus (HPV) vaccine, one booster of tetanus, diphtheria, and pertussis vaccine (Tdap), and their first dose of the meningococcal conjugate vaccine (MenACWY). All are required for both boys and girls before entering the seventh grade.

If a rising twelfth-grade student has already received a dose of the MenACWY at the age of 11, is the student required to have the second dose of the vaccine, or has the requirement been met?
The twelfth-grade student would still need the MenACWY at 16 or older, regardless of the MenACWY dose received at 11 years of age.

Can a student be conditionally enrolled if they do not have the required vaccinations before school starts?
For a student to be conditionally enrolled, the student must have proof of having received at least one (1) dose of each of the required immunizations and have a schedule on file to receive the remainder of the required doses within 90 days (or in the case of hepatitis A and hepatitis B, 180 days). Therefore, if the student has not received the 1st dose of the meningococcal vaccine, the student is not eligible to receive conditional enrollment.

If a child without any high-risk conditions received a dose of MenACWY (Menactra, MenQuadfi or Menveo) vaccine at age ten years, does the child need to be revaccinated at age 11-12?
No. ACIP considers a dose of MenACWY given to a ten-year-old child to be valid for the first dose in the adolescent series. Doses given before the age of ten years should not be counted. The child should receive the second (booster) dose at age 16, as usual.

Additional Forms Available Online at www.spotsylvania.k12.va.us

- Gifted Screening Notification Form (new to division students only)
- Home Language Survey (new students only)
- Household Application for Free and Reduced Price Meals
- Student Health Coverage and Accidental Insurance Information
- Medication Request Form
- Parking Permit Application
- Sports Physical Form

COMMONWEALTH of VIRGINIA

Department of Health
P O BOX 2448
RICHMOND, VA 23218

Karen Shelton, MD
State Health Commissioner

TTY 7-1-1 OR
1-800-828-1120

February 7, 2025

Dear Parents/Guardians of Rising Kindergarteners:

As the Virginia State Health Commissioner and a doctor, your child and their health are a priority for me. Additionally, as a parent I share and value the role you have in protecting your child's health. Enrolling your child in kindergarten is an exciting time, but it can also be overwhelming. You can take a few steps to make sure your child, and their health, are ready for a smooth start to kindergarten.

Schedule an appointment with your child's healthcare and dental providers early to ensure you beat the rush later this summer. During your child's healthcare appointment, the provider will do a physical exam. This exam identifies any health concerns which helps you and your child's school provide support. Your child's healthcare provider may also administer any school-required vaccines your child needs. Routine vaccinations are a great tool to keep kids healthy, in school, and ready to learn. Vaccines support your child's health by preventing disease outbreaks, reducing the spread of disease in school, and reducing how serious a disease can be. Vaccines keep our students and teachers healthy and safe in school.

- DTaP (Diphtheria, Tetanus, and Pertussis)
- Hepatitis A
- Hepatitis B
- MMR (Measles, Mumps and Rubella)
- Varicella (Chickenpox)
- Polio

These vaccines are also recommended by the Virginia Department of Health (VDH), Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP). More information about school immunizations can be found at www.vdh.virginia.gov/immunization/requirements/.

If your child needs vaccines and does not have a healthcare provider, you can locate a provider in the Virginia Vaccines for Children (VVFC) program. These providers administer free vaccines to persons who are not able to pay. You can use this link to find a VVFC provider near you: www.vdh.virginia.gov/immunization/vvfc/locatevvfcprovider/

Please check with your child's school for other enrollment requirements. Enrollment information and a checklist are available on VDH's Back to School webpage: www.vdh.virginia.gov/backtoschool/. If you have any questions, please contact the VDH Immunization Outreach Coordinator, Andrea Mendes at andrea.mendes@vdh.virginia.gov or (804) 514-2649 or Joanna Pitts, VDH School Health Nurse Consultant, at Joanna.pitts@vdh.virginia.gov or (804) 864-7590.

Sincerely,

Karen Shelton, MD
State Health Commissioner

VDH VIRGINIA DEPARTMENT OF HEALTH

GET YOUR CHILD READY FOR KINDERGARTEN!





✔ Make an appointment with your child's **healthcare provider** for a physical exam, school-required immunizations, and to complete the **school entrance health form.**

School required immunizations* for kindergarten include:

- 4 doses of **DTaP**
- 4 doses of **Polio**
- 2 Doses of **Hepatitis A**
- 3 doses of **Hepatitis B**
- 2 doses of **MMR**
- 2 Doses of **Varicella**





✔ Find your child's **original birth certificate** and **proof of address** for school enrollment requirements.



✔ Check with your child's school about any **additional requirements.** Information about enrollment requirements can be found on the Virginia Department of Education website: **https://www.doe.virginia.gov/parents-students/for-parents/enrollment-in-virginia-public-schools**

VDH has more information to help your child have a healthy start to school at **https://www.vdh.virginia.gov/backtoschool/**

Information on the website includes:

- A **back to school checklist** to help families stay organized
- Places for your child to receive free vaccines
- Get a **copy of your child's vaccine records** and **birth certificate**

Please visit the VDH website to learn more about school immunization requirements and exemptions https://www.vdh.virginia.gov/immunization/requirements/

VDH VIRGINIA DEPARTMENT OF HEALTH

HEALTHY BACK TO SCHOOL

COMMONWEALTH of VIRGINIA

Department of Health

Karen Shelton, MD
State Health Commissioner

P O BOX 2448
RICHMOND, VA 23218

TTY 7-1-1 OR
1-800-828-1120

February 7, 2025

Dear Parents/Guardians of Rising 7th Graders:

As the Virginia State Health Commissioner, a doctor, and a parent, children and their health are a priority to me. I especially value the role you have in protecting your child's health. I would like to share important information about school-required vaccines for your rising 7th grader:

- Human Papillomavirus (HPV) vaccine prevents six types of cancer including most cases of cervical and cancers of the head and neck.
- Tdap (tetanus, diphtheria, and pertussis) vaccine protects against three serious diseases: tetanus, diphtheria, and pertussis (whooping cough).
- Men ACWY (meningococcal ACWY) vaccine protects against bacteria that cause meningococcal disease.

The Virginia Department of Health (VDH), Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP) recommend the HPV, Tdap, and MenACWY, vaccines for all boys and girls ages 11 to 12. The HPV vaccine can be given as early as age 9. Receiving the HPV vaccine at this age gives your child the best protection against infection and potentially developing related cancers in the future.

Please review the enclosed information, including HPV's link to cancers, and discuss these vaccines with your healthcare provider. As a parent or guardian, you have the right to decide if your child gets the HPV vaccine. It is important to check in with your child's healthcare provider every year to ensure your child is up to date on preventative care, including routine immunizations and annual dental cleanings. If your child does not have a healthcare provider, you can find a Vaccines for Children (VFC) provider at https://www.vdh.virginia.gov/immunization/vvfc/locatevvfcprovider/. These providers are also able to administer free vaccines to persons who are not able to pay.

Please remember to get a copy of your child's vaccine record to provide to his or her school. For more information about school immunization requirements in Virginia, please visit http://www.vdh.virginia.gov/immunization/requirements/. If you have any questions, please contact the VDH Immunization Outreach Coordinator, Andrea Mendes at (804) 514-2649 or andrea.mendes@vdh.virginia.gov.

Sincerely,

Karen Shelton, MD
State Health Commissioner

VDH VIRGINIA DEPARTMENT OF HEALTH

HUMAN PAPILLOMAVIRUS (HPV) VACCINE FACTS

FACT1: HPV VACCINE PREVENTS CANCER

Prevents **6 different** types of cancers

37,000+ cancers are caused by HPV each year

Healthy diet | Physical activity | Sunscreen | No tobacco | Vaccine

*We can help our children reduce their risk of developing cancer in the future by helping them make **healthy choices.** We can also help prevent cancer by getting our children the **HPV vaccine.***

FACT2: HPV VACCINE IS SAFE AND EFFECTIVE

More than **15 years** **worth** of **safety** and **effectiveness** monitoring that continues today.

98% **effective** at creating immunity to HPV types in the vaccine.

More than **135 million** doses of HPV vaccines have been distributed. Data continue to show the HPV vaccine is **safe** and **effective.**

FACT3: HPV VACCINE PROVIDES IMMUNITY

The HPV vaccine produces the **strongest immune response** in preteens. To work best, the HPV vaccine should be given in a series of shots between the ages of **11 to 12**, or as early as 9 years old.

FACT4: HPV VACCINE PROTECTS GIRLS AND BOYS

Since 2006, the percentage of cervical precancers caused by HPV has dropped by **40%** among vaccinated females.

The HPV vaccine can prevent the **80%** of head and neck cancers caused by HPV in males.

FACT5: HPV VACCINE OFFERS LONG-TERM PROTECTION

People who **received** HPV vaccine remained **protected** from the virus with **no** evidence of the protection decreasing over time.

Where to get the HPV vaccine:

- Healthcare provider
- Local Health Department
- Vaccines for Children Provider

VDH VIRGINIA DEPARTMENT OF HEALTH

Vaccines for Preteens and Teens: What Parents Should Know

All boys and girls need three vaccines at ages 11-12 to protect against serious diseases. Preteens and teens should also get a yearly flu vaccine, as well as any vaccines they missed when they were younger.



What vaccines does my child need?



Dose 1: *Ages 11-12*
Dose 2: *Age 16*

Meningococcal vaccines protect against a type of bacteria that can cause serious illnesses. The two most common types of illnesses include infections of the lining of the brain and spinal cord (meningitis) and bloodstream. All preteens should get the meningococcal conjugate vaccine (MenACWY). Teens may also receive a serogroup B meningococcal vaccine (MenB), preferably at 16 through 18 years old.



Dose 1: *Ages 11-12*
Dose 2: *6-12 months later*

HPV vaccine protects both girls and boys from future infections that can lead to certain types of cancer. Children who get their first dose on or after their 15th birthday will need three doses.



Dose 1: *Ages 11-12*

Tdap vaccine protects against three serious diseases: tetanus, diphtheria, and pertussis (whooping cough).



Yearly Dose:
Ages 6 months and older

Flu vaccine helps protect against seasonal flu. Even healthy preteens and teens can get very sick from flu and spread it to others. The best time to get an annual flu vaccine is before flu begins causing illness in your community, ideally before the end of October. Flu vaccination is beneficial as long as flu viruses are circulating, even in January or later.

When should my child be vaccinated?

A good time to get these vaccines is during a yearly wellness check. Your child can also get these vaccines at a physical exam required for school, sports, or camp. **If your child missed any doses of recommended vaccines, ask your doctor or nurse about getting them now.**

Are these vaccines safe?

These vaccines have been studied very carefully and are very safe. They can cause mild side effects, like soreness or redness in the part of the arm where the shot is given. Some preteens or teens might faint after getting a shot. Sitting or lying down when getting a shot, and then for about 15 minutes after the shot, can help prevent fainting. Serious side effects are rare. It is very important to tell the doctor or nurse if your child has any serious allergies, including allergies to yeast, latex, or chicken eggs, before they receive any vaccines.

Can I get help paying for these vaccines?

Most health insurance plans cover routine vaccinations. The Vaccines for Children (VFC) program also provides vaccines for children 18 years and younger who are uninsured, underinsured, Medicaid-eligible, American Indian, or Alaska Native. Learn more at www.cdc.gov/Features/VFCprogram.



Talk to your child's doctor or nurse about the vaccines your child needs or visit **www.cdc.gov/vaccines/parents**

Last updated JULY 2019

COMMONWEALTH of VIRGINIA

Department of Health

Karen Shelton, MD
State Health Commissioner

P O BOX 2448
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TY 7-1-1 OR
1-800-828-1120

February 7, 2025

Dear Parents/Guardians of Rising 12th Graders:

As the Virginia State Health Commissioner, a doctor, and a parent, your child's health is a priority for me. I especially value the role you have in protecting your child's health. That is why I am sharing information about the Meningococcal ACWY (MenACWY) vaccine. This vaccine protects your child against a group of bacteria (types A, C, W, Y) that cause meningococcal disease. Meningococcal disease spreads through activities such as sharing drinks or coughing. The symptoms may appear like the flu including fever, headache, and stiff neck. Symptoms may also quickly worsen and develop into severe health problems.

The Virginia Department of Health (VDH), the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP) recommend a dose of the MenACWY vaccine at 16 years of age. To enter 12th grade in Virginia, a single dose of the MenACWY vaccine is required after the 16th birthday.

School vaccine requirements protect students from potentially serious diseases. Please review the attached information. Your child's healthcare provider can determine if your child is due for a vaccine and answer any questions you may have. Your child's healthcare provider may also recommend the Meningococcal B (MenB) vaccine. Although the MenB vaccine is not required for school, it can protect your child from meningococcal disease type B.

It is important to check in with your child's healthcare provider every year to ensure your child is up to date on preventative care, including routine immunizations and annual dental cleanings. If your child does not have a healthcare provider, you can find a Vaccines for Children provider at https://www.vdh.virginia.gov/immunization/vvfc/locatevvfcprovider/. These providers are also able to administer free vaccines to persons who are not able to pay.

Please remember to get a copy of your child's vaccine record to provide to his or her school. You can find more information at the following link: www.vdh.virginia.gov/immunization/requirements/.

If you have questions, please contact the VDH Immunization Outreach Coordinator, Andrea Mendes at (804) 514-2649 or andrea.mendes@vdh.virginia.gov.

Sincerely,

Karen Shelton, MD
State Health Commissioner

VDH VIRGINIA DEPARTMENT OF HEALTH

MENINGOCOCCAL VACCINES FOR PRETEENS AND TEENS

Meningococcal vaccines help protect against the bacteria that cause meningococcal disease. Meningococcal vaccines are the best way to protect adolescents from getting meningococcal disease

The two most common types of illnesses include infections of the:



Lining of the brain and spinal cord (meningitis)



Bloodstream



Even with treatment, about **10** to **15** out of **100** people with meningococcal disease will die from it.

- ✔ All **adolescents** should get **2 doses** of the meningococcal conjugate ACWY (MenACWY) vaccine.
- ✔ They should get the **first** dose at ages **11-12** and a **booster** dose at **16** years old.

DOSE 1 — **Ages 11-12** *before entering the 7th Grade*

DOSE 2 — **Age 16** *before entering the 12th Grade*

- *2 doses of **MenACWY** vaccine are **required** for school enrollment/entry.*
- *2 doses of **MenB** vaccine are **recommended** after 16 years of age.*

SAFE EFFECTIVE LONG-LASTING

Please talk with your child's healthcare provider today about getting vaccinated against meningococcal disease.
https://www.vdh.virginia.gov/immunization/requirements/

VDH VIRGINIA DEPARTMENT OF HEALTH

FAQ – Tdap School Vaccination Requirement

What are the changes regarding the Tdap school vaccination requirement?

In April 2018, the Advisory Committee on Immunization Practices (ACIP) changed the minimum recommended age for the tetanus, diphtheria, and acellular pertussis (Tdap) adolescent booster vaccine from 10 to 11 years. Although the vaccine is approved by the FDA to be given at a younger age as part of a catch-up-schedule, a routine adolescent booster dose of Tdap should be administered at no younger than 11 years of age.

To align with current guidelines, the Virginia General Assembly passed legislation effective July 1, 2019, that changes the grade in which students are evaluated for receipt of the Tdap vaccine from sixth to seventh grade.

Can a student be conditionally enrolled if the student is under 11 years of age and has not received the Tdap vaccination?

Yes. If a student under 11 years of age has not received a dose of the Tdap vaccine, BUT has had one dose of a tetanus, diphtheria, and acellular pertussis containing vaccine (e.g. DTaP), they may be conditionally enrolled in school. If a student does not have one dose of such a vaccine, they must begin a catch-up schedule. Once a student turns 11, they should receive the booster dose of the Tdap vaccine and are adequately immunized for their age and compliant with the vaccine requirement.

Should students under 11 years of age wait to receive the first dose of the Tdap vaccine?

Yes. If a student is following a routine vaccination schedule according to ACIP recommendations, a student must be 11 years of age to receive the booster of the Tdap vaccine. If the student is in need of a catch-up vaccine schedule, he may receive a Tdap vaccine as early as age 7 years.

An 11 year old, fully vaccinated, rising seventh grader seeks to enroll today. She received her Tdap vaccine at 10 years old. Will the Tdap dose be acceptable for entry into seventh grade?

According to the Code of Virginia, the student has met the requirement by having a Tdap dose prior to seventh grade. Thus, no additional action is necessary for school admission. Parents should consult with the student's healthcare provider regarding an additional Tdap now that the student is 11 years of age.

A 12 year old, fully vaccinated, rising seventh grader seeks to enroll today. He received his Tdap vaccine at 11 years old prior to sixth grade. Does he need to get another Tdap vaccine prior to seventh grade?

According to the Code of Virginia, the student has met the requirement by having a Tdap dose prior to seventh grade. Thus, no additional action is necessary for school admission.

An 11-year-old student inadvertently received a dose of Td instead of Tdap. He/She received a 5-dose series of DTaP in childhood. Does the student need to get the Tdap vaccine prior to admission to school? If so, how much time must go by before the Tdap can be administered?

Yes, the student needs to receive the Tdap vaccine. Td does not contain the required booster for acellular pertussis required prior to entry to seventh grade. The student should receive a Tdap vaccination dose as soon as possible.

Division of Immunization: 804-864-8055
http://www.vdh.virginia.gov/immunization/requirements/

VDH VIRGINIA DEPARTMENT OF HEALTH

Spotsylvania County Public Schools - Health Services
6921 North Roxbury Mill Road
Spotsylvania, VA 22551
P: 540.582.5125 Ext. 1877 F: 540.582.8524

Dear Parents of Students in Grades 5-12:

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the information on the reverse side of this letter, if you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or one of the resources listed below.

Academy for Eating Disorders (AED)
https://www.aedweb.org/home

Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)
www.feast-ed.org

National Eating Disorders Association
www.nationaleatingdisorders.org
Toll-free, confidential Helpline, 1-800-931-2237

What Are Eating Disorders?

Eating disorders are real, complex, and devastating conditions that can have severe consequences for health, productivity, and relationships. They are not a fad, phase, or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, and emotional, social, and physical well-being.

Eating disorders can be diagnosed based on weight changes but also based on behaviors, attitudes, and mindset. Be alert for any of these signs in your child.

Eating disorders affect both males and females of all ages.

Weight is NOT the only indicator of an eating disorder, as people of all sizes may be suffering

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into tiny pieces, or spread food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals
- Cooks meals or treats for others but won't eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended – despite weather, fatigue, illness, or injury
- Stops doing their regular activities and spends more time alone (can be spending more time exercising)

Physical Risk Factors:

- Feels cold or complains of being tired all the time. Likely to become more irritable and/or nervous.
- Any vomiting after eating (or see signs in the bathroom of vomiting – smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be reassured about how they look
- Stops hanging out with their friends
- Not able to talk about how they are feeling
- Reports others are newly judgmental or "not connecting."

How to Communicate with Your Child

- Understand that eating disorder sufferers often deny that there is a problem
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset
- Let them know you only want the best for them
- Remind your child that they have people who care and support them
- Be flexible and open with your support
- Be honest
- Show care, concern, and understanding
- Ask how they are feeling
- Try to be a good role model - don't engage in "fat talk" about yourself
- Understand that your child is not looking for attention or pity
- Seek professional help on behalf of your child if you have ANY concerns

If Your Child Shows Signs of a Possible Eating Disorder

Seek assistance from a medical professional as soon as possible; because they are so complex, **eating disorders should be assessed by someone who specializes in the treatment of eating disorders.** The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

A FACT SHEET FOR
Parents

CDC HEADS UP
SAFE BRAIN. STRONGER FUTURE.



What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious. Concussions can have a more serious effect on a young, developing brain and need to be addressed correctly.

What are the signs and symptoms of a concussion?

You can't see a concussion. Signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. It is important to watch for changes in how your child or teen is acting or feeling, if symptoms are getting worse, or if s/he just "doesn't feel right." Most concussions occur without loss of consciousness.

If your child or teen reports one or more of the symptoms of concussion listed below, or if you notice the signs or symptoms yourself, seek medical attention right away. Children and teens are among those at greatest risk for concussion.

Signs & Symptoms of a Concussion

Signs Observed by Parents or Guardians

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events *prior* to hit, bump, or fall
- Can't recall events *after* hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

Symptoms Reported by Your Child or Teen

Thinking/Remembering

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

Physical

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

Emotional

- Irritable
- Sad
- More emotional than usual
- Nervous

Sleep*

- Drowsy
- Sleeps *less* than usual
- Sleeps *more* than usual

**Only ask about sleep symptoms if the injury occurred on a prior day.*

To download this fact sheet in Spanish, please visit: www.cdc.gov/HEADSUP. Para obtener una copia electrónica de esta hoja de información en español, por favor visite: www.cdc.gov/HEADSUP
January 2021

Danger Signs

Be alert for symptoms that worsen over time. Your child or teen should be seen in an emergency department right away if she or he has one or more of these danger signs:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

Children and teens with a suspected concussion should NEVER return to sports or recreation activities on the same day the injuried occurred.

They should delay returning to their activities until a healthcare provider experienced in evaluating for concussion says it's OK to return to play. This means, until permitted, not returning to:

- Physical Education (PE) class
- Sports practices or games
- Physical activity at recess

What should I do if my child or teen has a concussion?

1. **Seek medical attention right away.**
   A healthcare provider experienced in evaluating for concussion can determine how serious the concussion is and when it is safe for your child or teen to return to normal activities, including physical activity and school (concentration and learning activities).
2. **Help them take time to get better.**
   If your child or teen has a concussion, her or his brain needs time to heal. Your child or teen may need to limit activities while s/he is recovering from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games may cause concussion symptoms (such as headache or tiredness) to reappear or get worse. After a concussion, physical and cognitive activities—such as concentration and learning—should be carefully managed and monitored by a healthcare provider.
3. **Talk to your child or teen about how they are feeling.**
   Your child may feel frustrated, sad, and even angry because s/he cannot return to recreation and sports right away, or cannot keep up with schoolwork. Your child may also feel isolated from peers and social networks. Talk often with your child about these issues and offer your support and encouragement.

How can I help my child return to school safely after a concussion?

Most children can return to school within a few days. Help your child or teen get needed support when returning to school after a concussion. Talk with your child's teachers, school nurse, coach, speech-language pathologist, or counselor about your child's concussion and symptoms.

Your child's or teen's healthcare provider can use CDC's Letter to Schools to provide strategies to help the school set up any needed supports.

As your child's symptoms decrease, the extra help or support can be removed gradually. Children and teens who return to school after a concussion may need to:

- Take rest breaks as needed
- Spend fewer hours at school
- Be given more time to take tests or complete assignments
- Receive help with schoolwork
- Reduce time spent reading, writing, or on the computer
- Sit out of physical activities, such as recess, PE, and sports until approved by a healthcare provider
- Complete fewer assignments
- Avoid noisy and over-stimulating environments

To learn more, go to www.cdc.gov/HEADSUP or call 1.800.CDC.INFO

January 2021

ADDITIONAL INFORMATION











2025-2026 Calendar of Events

2025

August

1-31 Children's Eye Health and Safety Month

September

1-30 Library Card Sign-up Month
8 International Literacy Day
8-12 National Arts in Education Week
11 Patriot Day
15-30 Hispanic Heritage Month (Sept 15-Oct 15)
17 Citizenship Day (Constitution Day)
24 World School Milk Day

October

1-15 Hispanic Heritage Month (Sept 15-Oct 15)
1-31 National Principals Month
Computer Learning Month
National Bullying Prevention Month
National Farm to School Month
National Learning Disabilities Awareness Month
2 Maintenance & Custodial Appreciation Day
5 World Teachers Day
6 National Coaches Day
5-11 National Fire Prevention Week
13-17 School Lunch Week
20-24 National Bus Safety Week
23-31 Red Ribbon Week
25 Make A Difference Day

November

1-30 National Native American Heritage Month
National Epilepsy Awareness Month
11 Veterans Day
13 World Kindness Day
17-21 American Education Week
19 Education Support Professional's Day
20 National Parental Involvement Day
21 Substitute Educators Day

December

1-31 National Impaired Driving Prevention Month

2026

January

19 Martin Luther King Jr. Day

February

1-28 Black History Month
National Children Dental Health Month
National Career & Technical Education Month
School Board Appreciation Month
2-6 National School Counseling Week
15 School Resource Officers Appreciation Day
16 Presidents Day

March

1-31 National Nutrition Month
National Women's History Month
Music in Our Schools Month
School Social Work Month
Youth Art Month
1-7 National School Social Work Week
National Foreign Language Week
2 Read Across America Day
2-6 National School Breakfast Week
21 World Down Syndrome Day

April

1-30 RAACP Child Abuse Prevention-Blue Ribbon Month
World Autism Awareness Month
National Occupational Therapy Month
School Library Month
Month of the Military Child
Workforce Readiness Month
1 Paraprofessional Appreciation Day
2 Internationals Children's Book Day
4 National School Librarian Day
6-10 National Assistant Principals Week
16 Workforce Readiness Day
19-25 National School Volunteer Week
22 Earth Day
Administrative Professionals Day
National School Bus Driver Appreciation Day
24-30 National Student Leadership Week

May

1-31 Asian-Pacific American Heritage Month
National Physical Fitness & Sports Month
Mental Health Awareness Month
1 National School Principal Appreciation Day
School Lunch Hero Day
4-8 Teacher Appreciation Week
5 Teacher Appreciation Day
6 National School Nurse Day

SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

2025-2026 Instructional Calendar*

Unencumbered Teacher Workday/Student Holiday
New Staff Orientation Days
Professional Learning/Teacher Workday/Student Holiday
Student/Teacher Holidays
First Days of School
Early Release Days

178 Student Days

1st 9-weeks = 40 days + 1 Transition day
2nd 9-weeks = 43 days
3rd 9-weeks = 46 days
4th 9-weeks = 46 days + 2 Early Release days

New Teacher Orientation Days	Jul 30-Aug 1
Division Professional Learning	Aug 4-8
Transition Day	**Aug 11**
First Day of School	**Aug 12**
Labor Day	Sep 1
Division Professional Learning	Sep 22
Rosh Hashanah	Sep 23
Yom Kippur	Oct 2
End of 1st 9-weeks	**Oct 10**
School Professional Learning/Teacher Workday	Oct 13
Unencumbered Teacher Workday/Student Holiday	Nov 4
Fall Break	Nov 24-28
End of 2nd 9-weeks	**Dec 19**
Winter Break	Dec 22-Jan 2
School Professional Learning/Teacher Workday	Jan 5
MLK, Jr. Day	Jan 19
Division Professional Learning	Feb 16
End of 3rd 9-weeks	**Mar 12**
School Professional Learning/Teacher Workday	Mar 13
Eid al-Fitr	Mar 20
Spring Break	Mar 30-Apr 3
Memorial Day Holiday	May 25
Early Release	May 28
Early Release/Last Day of School	**May 29**

July 25

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February 26

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March 26

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April 26

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May 26

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June 26

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*Spotsylvania County School Board reserves the right to modify the calendar