





PORTSMOUTH
PUBLIC SCHOOLS
SHINING BRIGHTER TOGETHER

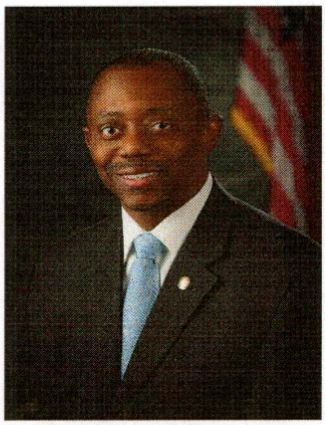
CODE OF STUDENT POLICY

2026
2027

Preventive Interventions & Alternatives to Suspension

PORTSMOUTH PUBLIC SCHOOLS
SHINING BRIGHTER TOGETHER

Superintendent's Message



A new school year brings fresh opportunities for learning and growth. As such, we look forward to welcoming students and staff back this year, and we remain committed to providing every child with a comprehensive education that builds the knowledge, skills and confidence necessary for success post-graduation.

We all must understand that a positive school experience depends on a shared commitment from everyone in our school community. Students play an important role by making responsible choices and following the expectations that help maintain safe, respectful and productive learning environments where every individual feels valued and supported.

This Code of Student Policy serves as a guide to those expectations. It explains the standards for student conduct, outlines students' rights and responsibilities and describes the procedures used to address behavioral concerns in a fair and consistent manner. More importantly, it reflects our commitment to helping students learn, grow and make positive decisions.

Parents and families, we encourage you to review this document together with your child each year. Becoming familiar with these guidelines promotes a common understanding of our expectations and strengthens the partnership that is essential to student success.

Of course, as you go through this handbook and you or your child have questions, you are encouraged to reach out to our Central Administration Office at 757-393-8751.

Thank you for your continued partnership and support. We look forward to a successful and rewarding 2026-27 school year.

Dr. Elie Bracy, III
Division Superintendent

Mission Statement

The mission of Portsmouth Public School Division is to engage all students in learning that will foster academic excellence and responsible citizenship.

PPS School Board



Dr. Cardell C. Patillo, Jr., Chair
Term Expires 12-31-2026



Dr. Melvin Cotton, Jr., Vice Chair
Term Expires 12-31-2026



Ms. LaKeesha S. "Klu" Atkinson
Term Expires 12-31-2028



Mrs. Irene S. Boone
Term Expires 12-31-2028



Ms. Quniana D. Futrell
Term Expires 12-31-2026



Ms. Arnette D. McSwain
Term Expires 12-31-2028



Mrs. Lateacia A. Sessoms
Term Expires 12-31-2028



Ms. Tamara L. Shewmake
Term Expires 12-31-2026



Dr. Jaclyn T. "Jackie" Walker
Term Expires 12-31-2028

Members of the Superintendent's Cabinet

Dr. Elie Bracy, III
Division Superintendent

Dr. Sterling A. White, Jr.
Chief Schools Officer

Dr. Nicole Devries
Chief Academic Officer

Mr. Theodore Faulk
Chief Financial Officer

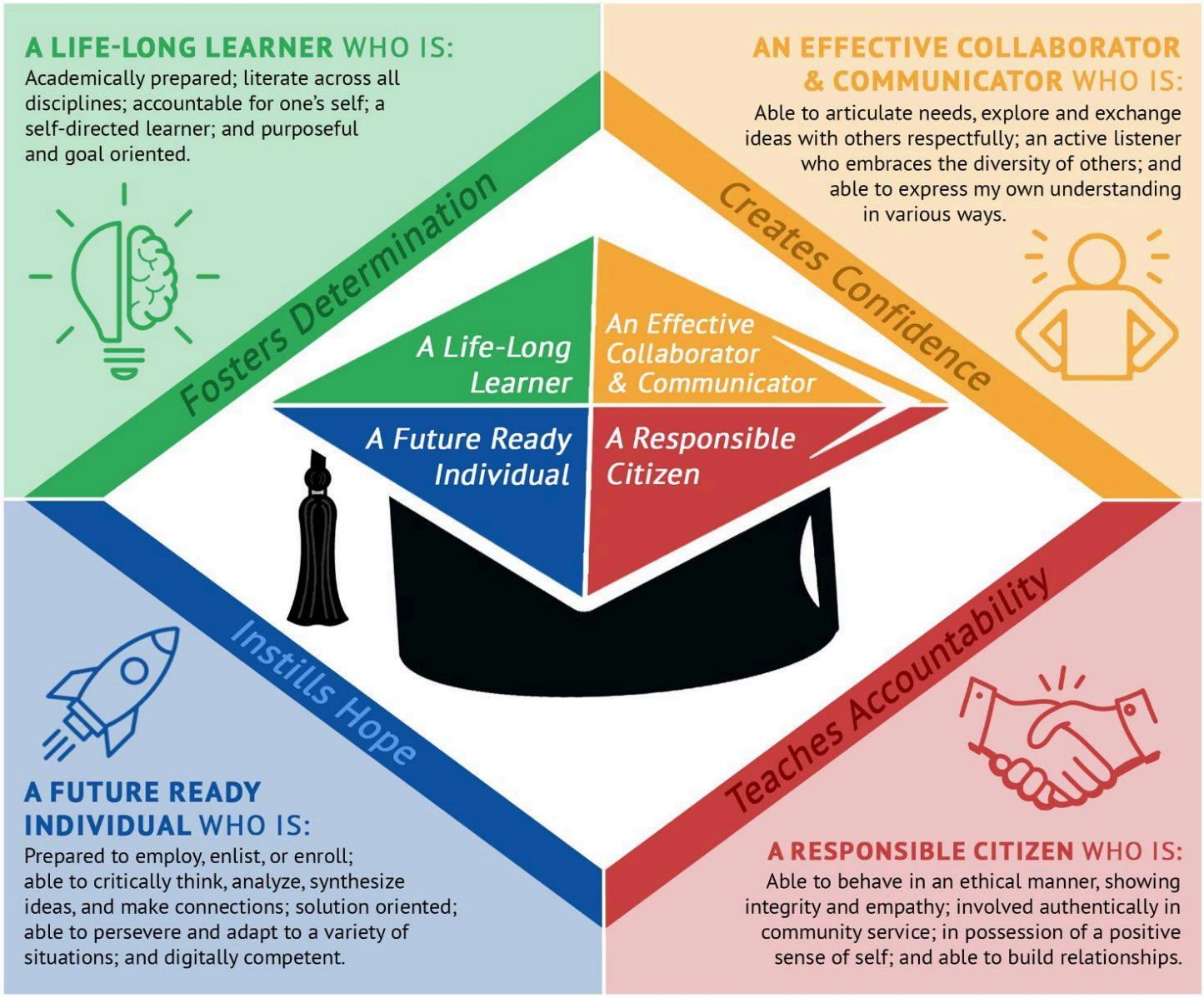
Dr. Lauren Nolasco
Chief Communications Officer

Mr. Dean M. Schlaepfer
Chief Technology Officer

Dr. Jerry Simmons
Chief Operations Officer

PORTSMOUTH
PUBLIC SCHOOLS

Profile of a Graduate



Produced by the Department of Curriculum and Instruction

DOCUMENT LINKS

Acceptable Computer System Use Agreement

Attendance Waiver Request Form

Documentation of Student Code of Conduct and Policy Handbook Review

General Confiscation Form

Media and Directory Information Opt-Out Form

Mobile Device Handbook

Written Notice of Scheduled Screenings

Table of Contents

Student Rights and Responsibilities 8
Code of Conduct 12
Preventive and Positive Approach To Student Discipline 14
Standards of Student Conduct 26
General Information and School Board Policies 39
Health Services Information 53

- **Health/Medical Policies** 54
- **Head Lice Procedures** 55
- **Scoliosis** 56
- **Health Services Requirements** 57
- **Health Screening and Assessments** 57
- **Medications at School** 57
- **Regulations for Medication Pickup** 59
- **What are Eating Disorders?** 60
- **Opioid Antagonist** 60

*Parent is used in this handbook to include natural parent, parent by legal adoption, legal guardian, or court-appointed guardian.



How We Work Together

Working together every step of the way to support student success!

Our Process

1. **School Contacts Parent/Guardian:** We reach out to share information about a concern.
2. **Meeting or Conference:** We talk together and listen to everyone.
3. **Create a Plan Together:** We agree on steps to support student success.
4. **Student Support:** We provide support and monitor progress.
5. **Student Success:** Our goal is for every student to succeed!

If School Rules Are Broken School Staff Will:
1. Review what happened.
2. Listen to everyone involved.
3. Contact parents when required.
4. Work with students and families to improve behavior.
5. Use appropriate corrective actions consistent with division policy.

Behavior Support Process
1. Behavior Concern
2. School Reviews Incident
3. Parent Notified
4. Conference (When Needed)
5. Support & Corrective Action
6. Student Returns Ready to Learn

Did You Know?

- Students have the right to fair and equal treatment without discrimination.
- Students have constitutional rights and protections under federal, state, and local law.
- Every student has the right to a safe learning environment.
- Individual rights must not interfere with the rights or safety of others.

Parents Have Rights Too: Unless limited by a court order, parents may:

- Review educational records. Access Policy JO here.
- Participate in conferences.
- Receive important school information.
- Visit the school according to division procedures.
- Receive notices related to attendance and school events.

Please keep the school informed of any court orders or legal documents that affect parental rights. This helps us protect your rights and your child's education.

Everyone Plays a Part!

Students	Families	Schools
1. Learn 2. Respect Others 3. Follow Rules 4. Ask for Help 5. Do Your Best	1. Support 2. Communicate 3. Encourage Attendance 4. Partner with the School	1. Teach 2. Keep Students Safe 3. Provide Support 4. Communicate 5. Set High Expectations

Working together, we can help every student succeed and ignite their future!

INTRODUCTION AND BACKGROUND

The Virginia Board of Education first developed the **Student Conduct Policy Guidelines** in 1994 pursuant to **§ 22.1-279.6 of the Code of Virginia**. The Guidelines have been revised periodically to reflect changes in state and federal law, regulations, court decisions, and best practices in student discipline, with major updates occurring in 2004, 2005, 2006, 2009, 2013, and subsequent revisions through the 2025–2026 school year.

Research conducted by the Virginia Department of Education and other organizations has demonstrated that exclusionary discipline practices, including frequent out of school suspensions and zero tolerance policies, can negatively impact student achievement and disproportionately affect students with disabilities and African American students. Data further indicate that instructional time lost through suspension and expulsion significantly affects academic outcomes.

In response, the Virginia Board of Education adopted the **Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension**, promoting a discipline framework that emphasizes prevention, behavioral instruction, restorative practices, and equitable interventions. This approach aligns with the **Virginia Tiered Systems of Supports (VTSS)** framework, which provides academic, behavioral, and social emotional support through a multi-tiered system of intervention.

Consistent with **§ 22.1-253.13:7.D.3.** and **§ 22.1-279.6 of the Code of Virginia**, local school boards are required to adopt and regularly revise student conduct policies that are consistent with state guidance, while retaining the authority to establish more stringent local standards when appropriate.

The Portsmouth Public Schools Discipline Committee is committed to maintaining safe, supportive, and effective learning environments by promoting positive student behavior, teaching and reinforcing behavioral expectations, utilizing preventive and restorative practices whenever possible, and ensuring that disciplinary decisions are fair, equitable, and consistent with applicable state law and School Board policy.

In addition, school divisions should recognize the need to address the changing demographics of the student population. Students from diverse backgrounds are becoming the majority demographic group in U.S. public schools. For many students, the expectations for behavior in school may differ from those at home or in the community. Therefore, schools have a responsibility to explicitly teach, model, and reinforce appropriate behaviors while providing corrective feedback when expectations are not met.

Effective implementation of a student code of conduct requires that expected behaviors be taught, practiced across settings, reinforced, and retaught as needed. Research has shown that frequent out of school suspensions, zero tolerance policies, and punitive approaches to school discipline are often ineffective and may contribute to negative academic and social outcomes, particularly for historically disadvantaged student groups.

The 2025-2026 revision of this Code of Conduct was developed to:

- Focus on prevention.
- Recognize the need for instructional interventions and behavioral supports when students do not meet behavioral expectations.
- Promote equitable approaches to school discipline.

Approaching school discipline through an instructional and prevention based framework promotes a positive school climate while ensuring equity, fairness, and continuous improvement. Within Virginia, the Virginia Tiered Systems of Supports (VTSS) provides a data driven framework for delivering academic, behavioral, and social emotional support through multiple levels of intervention, creating safe and effective learning environments for

all students.

The Virginia Department of Education, in collaboration with educators, families, and community stakeholders, developed the **Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension** to encourage local school divisions to adopt proactive, restorative, and equitable approaches to student discipline. Local policies should reflect the needs of the school community and promote environments where students and staff feel safe, supported, and respected.

These Guidelines are intended to assist school boards in developing and implementing student conduct policies as required by the Code of Virginia. In accordance with **§ 22.1-253.13:7.D.3. of the Code of Virginia**, local school boards shall adopt and periodically revise codes of student conduct that are consistent with, but may be more stringent than, these Guidelines.


CODE OF CONDUCT
• OUR SCHOOL. OUR COMMUNITY. OUR COMMITMENT. •
BE SAFE
BE RESPECTFUL
BE RESPONSIBLE
BE KIND
BE YOUR BEST
PPS
Our actions today
shape our school community
and our future.

Establishing the Purpose of the Student Code of Conduct

The Code of Virginia requires the Virginia Board of Education to establish model policy guidelines to assist local school divisions in developing and implementing local student codes of conduct. The purpose of these guidelines is to support school boards in establishing policies that:

- Promote safe, supportive, and inclusive learning environments where all students can develop the attributes outlined in the Virginia Board of Education's Profile of a Graduate.
- Support ongoing professional learning and the allocation of resources necessary to implement the division's code of conduct through continuous analysis of discipline data and outcomes.
- Clearly define expectations for student and adult behavior to enhance school safety and foster equitable learning environments.
- Emphasize prevention and provide a graduated system of instructional, restorative, and developmentally appropriate responses to student misconduct before utilizing exclusionary discipline practices.
- Ensure that students removed from the classroom for disciplinary reasons continue to receive access to quality educational services and behavioral supports that facilitate a successful return to the learning environment.
- Encourage collaboration among students, families, school personnel, behavioral health providers, child welfare agencies, juvenile justice partners, law enforcement, and community organizations to strengthen school climate and conditions for learning.

Legal Basis

Statutory Authority for the Guidelines

Pursuant to **§ 22.1-279.6 of the Code of Virginia**, the Virginia Board of Education is required to establish guidelines and develop model policies for student codes of conduct to assist local school boards in implementing effective discipline practices.

Authority and Duties of Local School Boards

Under **§ 22.1-253.13:7.D.3 of the Code of Virginia (Standards of Quality)**, each local school board shall maintain and regularly update a policy manual containing standards of student conduct, attendance requirements, and enforcement procedures designed to ensure that public education is conducted in an environment free from disruption and threats to persons or property while protecting individual rights.

School boards should work collaboratively with students, families, staff, and community stakeholders to develop programs and policies that prevent violence and crime, promote positive school climates, and improve student achievement.

School Board Regulations

Section **§ 22.1-78 of the Code of Virginia** authorizes local school boards to adopt bylaws and regulations governing the management of schools and the proper discipline of students, including conduct while traveling to and from school. Local regulations shall be consistent with, but may be more stringent than, the guidelines established by the Virginia Board of Education.

The leveled responses outlined in this Code of Conduct provide a framework for matching student behaviors with appropriate interventions and disciplinary actions while complying with the requirements

of the Code of Virginia.

In accordance with **§ 22.1-279.9** and **§ 22.1-78 of the Code of Virginia**, local student conduct regulations shall be reviewed biennially and address, at a minimum:

- Discipline options and alternatives that preserve a safe and orderly learning environment.
- Procedures governing suspension, expulsion, and exclusion.
- Prohibitions against hazing and profane or obscene conduct.
- Regulation of communication devices, as determined by the local school board.
- Drug and alcohol possession, use, and testing requirements.
- Search and seizure procedures.
- Gang related activity.
- Vandalism and trespassing.
- Threats and intentional injury to others.
- Discipline procedures for students with disabilities.
- Self defense.
- Bullying, harassment, intimidation, and cyberbullying.
- Prohibitions regarding electronic cigarettes and vapor devices on school property, school buses, and at school sponsored activities.
- Compliance with the federal Gun Free Schools Act of 1994, as incorporated through **§22.1-277.07 of the Code of Virginia**.
- Dissemination of conduct policies to students, parents, and school personnel.
- Standards for professional development and in service training related to student behavior management and student conduct violations.

Preventive and Positive Approach to Student Discipline

Approaching school discipline through an instructional and prevention based framework promotes a positive school climate while ensuring equity, fairness, and continuous improvement. Within Virginia, the Virginia Tiered Systems of Supports (VTSS) provides a data driven framework for delivering academic, behavioral, and social emotional supports through multiple levels of intervention, creating safe and effective learning environments for all students.

The Virginia Department of Education, in collaboration with educators, families, and community stakeholders, developed the Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension to encourage local school divisions to adopt proactive, restorative, and equitable approaches to student discipline. Local policies should reflect the needs of the school community and promote environments where students and staff feel safe, supported, and respected.

These Guidelines are intended to assist school boards in developing and implementing student conduct policies as required by the Code of Virginia. In accordance with **§ 22.1-253.13:7.D.3 of the Code of Virginia**, local school boards shall adopt and periodically revise codes of student conduct that are consistent with, but may be more stringent than, these Guidelines.

This version eliminates much of the repetitive state guidance language while preserving every important statutory reference, legal requirement, and the Virginia Board of Education's philosophy regarding prevention, restoration, and equitable discipline.

PREVENTIVE INTERVENTIONS AND POSITIVE APPROACHES TO DISCIPLINE

Tiered Systems of Support

Tier 1 or Universal Supports

A multi-tiered system of support includes prevention strategies at Tier 1 to establish positive expectations and the systems to teach and reinforce those expectations. The universal components needed to create a learning environment that reduces the use of punitive, exclusionary practices are listed below.

Components of Schoolwide Prevention at Tier 1 ● Establishing and teaching core behavioral expectations, ● Aligned school counseling program, ● Family engagement practices, ● Challenging, engaging academic curriculum, ● Social-emotional Curriculum, ● Health curriculum, ● Bullying prevention, ● Restorative approaches to relationship building and problem solving, and ● Professional Learning Opportunities (PLO).	Everyone in the school is responsible for teaching and modeling core expectations, though specific groups of adults may hold more responsibility for some components. For example, classroom teachers are responsible for explicitly teaching behavioral expectations, but the school administrative and support staff must model and reinforce appropriate behaviors. Lunchroom monitors may teach the application of the core expectations in the lunchroom, gym teachers in the gym, art teachers in the art room, etc. School programming is designed to support students' academic and social-emotional development. The Student Support Team (SST) or other school- based team analyzes data regularly. School climate surveys are conducted and used with other data sources to determine needs and set priorities.

Tier 2 or Targeted Interventions and Supports

Tier 2 or Targeted Supports are developed based on data analysis to determine what types of supports some students need to meet behavioral expectations. For example, the data may indicate a need for bullying prevention intervention, substance abuse counseling, anger management, or self-management. Each school will determine the appropriate targeted supports. Resources for providing Tier 2 support may come from community service providers and other government agencies. School divisions are encouraged to develop memoranda of understanding with other agencies to improve Tier 2 and 3 supports. Targeted Supports include the components listed below.

Components of Tier 2 or Targeted Interventions and Supports ● Meet the core behavioral expectations, ● Develop social-emotional skills, mindsets, and behaviors, ● Improve academic achievement, ● Improve physical and/or mental health, ● Address substance abuse issues, ● Restore balance to situations caused by misconduct, ● Address bias, ● Address Adverse Childhood Experiences (ACEs), and ● Engage families	A school-developed team manages Tier 2 **The Student Support Team** by assessing needs for targeted group instruction and needed support. Teams include staff best situated to gather data, identify students who need targeted interventions, and provide access to the interventions. Student Assistance Team, Student Intervention Team, Student Support Team are all names given to this type of team. Students who participate in these programs are monitored to ensure the effectiveness of the intervention. **Staff trained in special education services and behavioral intervention services may provide support at this level, but not all students who need Tier 2 support are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need targeted support as well. Those students for whom the Tier 2 intervention is not effective may be referred for an intensive intervention, the next tier of support service.

When a student is referred to a school administrator for a disciplinary incident, the administrator may determine that a targeted support is needed in addition to or in lieu of a disciplinary consequence. The administrator should follow a process of investigation and decision-making that keeps the ASCD Whole Child Tenets in mind. Local school divisions are encouraged to design an investigative and decision-making process to assist school administrators in the investigation and to ensure that students are treated equitably within a system that values safety and support.

Tier 3 or Intensive Interventions and Support

Tier 3 supports are individualized and based on the needs of a single student. Approximately five percent of students in any school population may need Tier 3 support. A school that exceeds this percentage of students receiving intensive support should revisit school data regarding Tier 1 and 2 supports to determine their effectiveness. Placing students in an alternative setting is a Tier 3 intervention and should include a specific plan to allow the student to return to his or her home school.

Components of Tier 3 or Intensive Interventions and Supports Wraparound strategies to assist student/family in: ● Meeting core behavioral expectations ● Developing social-emotional skills, mindsets, and behaviors ● Improving academic achievement ● Improving physical and/or mental health ● Restoring balance to situations caused by misconduct ● Addressing Adverse Childhood Experiences (ACEs) ● Addressing bias	Mental health, counseling, and community resource providers may be involved in providing support. Students who display chronic behavioral or academic problems are assessed and an individualized plan is developed to meet their needs and promote achievement. Staff trained in special education services and behavioral intervention services may provide support at this level, but not all students who need Tier 3 support are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need intensive support as well.

Clear Objective Behavioral Expectations

Using a process for collecting and analyzing academic, behavior, attendance, and other available data, local school boards should develop policy and allocate resources for a defined set of instructional and prevention based practices that define, teach, and reinforce clear, objective behavioral expectations. Such practices ensure equity, as defined in policy, and consistency across schools within the division.

Through this policy, school divisions should support schools' use of data to clearly define a set of three to five positively stated, school wide (and aligned classroom), social-emotional and behavioral expectations. These expectations define how staff and students learn, work, and interact in order to establish the positive school climate outlined in school vision and mission statements and/or strategic planning documents. They are, in essence, the curriculum for developing a positive community. As such, this curriculum should be taught, reinforced, prompted, re-taught, and have a continuum of procedures for instructional behavior correction as would be available for the academic curriculum. Parent, student, and community involvement in the development of expectations is critical and expected.

Social-Emotional Learning (SEL)

Social-emotional learning has been attributed to positive attitudes about school and to significant improvement in academic achievement. The Collaborative for Social and Emotional Learning (CASEL) produced a review which found that students who participated in a social-emotional learning program "demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement" over the control group.[11]

Learning social-emotional skills is vital to student development and is directly related to Portsmouth Public Schools Profile of a Graduate, which expects students to demonstrate the "Five C's:" critical thinking, creative thinking, communication, collaboration, and citizenship. A Virginia high school graduate should be able to:

1. Achieve and apply appropriate academic and technical knowledge;
2. Attain and demonstrate productive workplace skills, qualities and behaviors;
3. Build connections and value for interactions with diverse communities; and
4. Align knowledge, skill, and personal interests with career opportunities.

In order to achieve the goals of Virginia's Profile of a Graduate, students need to develop the following social-emotional competencies:

1. Self-awareness,
2. Self-management,
3. Social awareness,
4. Relationship skills, and
5. Responsible decision-making.

Student Behavior Categories: The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional development and emphasize the importance of helping students achieve academically and develop SEL competencies
A. **Behaviors that Impede Academic Progress (BAP):** These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self- management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.
B. **Behaviors Related to School Operations (BSO):** These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.
C. **Relationship Behaviors (RB):** These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.
D. **Behaviors that Present a Safety Concern (BSC)**: These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.
E. **Behaviors that Endanger Self or Others (BESO)**: These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social- emotional competencies.

The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors. The *Standards of Student Conduct* section provides examples of how the behavior

categories work with leveled administrative responses.

Leveled Systems of Disciplinary Responses and Instructional Interventions

In an effective approach to intervention and discipline, when students do not meet behavioral expectations, they receive support to address the root causes of the behavior and learn appropriate alternatives. When a specific student behavior does not change following an intervention—or the behavior increases in frequency, intensity, or duration—a problem solving approach identifies alternative interventions and responses. All stages of a system of intervention should include opportunities for learning acceptable replacement behaviors within the school and community and access to interventions to address the underlying causes of behavior.

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

- preventing a negative behavior from being rewarded;
- preventing a problem behavior from escalating;
- preventing a problem behavior from significantly interrupting instruction; and
- preventing physical and/or social-emotional harm to others.

Equitable Processes for Managing Student Behavior

(Portsmouth Public Schools is committed to using positive, proactive, preventive, and evidence based practices to address student behavior. Similar to academic instruction, behavioral responses are grounded in teaching, modeling, and reinforcing expected behaviors within a supportive learning environment.

A combination of teacher managed and administrator managed responses should be used to prevent misconduct, encourage positive behavior, develop students' social emotional skills, and maximize instructional time.

Principals and school leadership teams are responsible for using data informed decision making to identify behaviors that should be managed by teachers and those requiring administrative intervention. These expectations and procedures shall be clearly documented and communicated to staff, students, and families.

To ensure fairness and consistency, schools will utilize clearly defined processes, including response tables or flowcharts, that outline appropriate interventions for both teacher managed and administrator managed behaviors. Uniform definitions and consistent application of these procedures help promote equitable disciplinary practices across classrooms, grade levels, and schools.)

Student Behavior Review Process

When a student behavior incident is referred to the school administration, Portsmouth Public Schools is committed to ensuring that the situation is handled fairly, consistently, and with consideration for the individual needs of the student.

During the review process, school administrators may:

- Gather information from the student, staff members, and any witnesses to better understand what occurred.

- Review relevant information, including prior interventions or supports that may help address the behavior.
- Consult applicable laws, regulations, and procedures, including those related to students with disabilities.
- Communicate with parents or guardians to share information and, when appropriate, gather additional details.
- Determine whether behavioral supports, restorative practices, counseling services, or other interventions are appropriate.
- Apply disciplinary consequences that are consistent with the Portsmouth Public Schools Code of Conduct and the requirements of the Code of Virginia.
- Inform the student and parent or guardian of the outcome of the review process, including any disciplinary action and available support.
- Notify law enforcement or initiate a threat assessment when required by law or School Board policy.
- Develop a plan to support the student's academic and behavioral success during any long term suspension or expulsion.

Portsmouth Public Schools believes that discipline should be instructional whenever possible, with the goal of helping students learn from their actions, restore relationships, and remain engaged in the educational process while maintaining a safe and orderly learning environment for all.

PORTSMOUTH PUBLIC SCHOOLS

PPS SUSPENSION REINSTATEMENT PROCEDURES

SUPPORTING STUDENT SUCCESS THROUGH RESTORATIVE REINTEGRATION

EDUCATE | PARTNER | SUPPORT

WHY IS A REINSTATEMENT MEETING REQUIRED?

A reinstatement meeting is **mandatory** for any student returning from suspension.

A parent or guardian must attend the meeting before the student may return to school.

During the meeting, an **Action Plan** and/or **Behavioral Contract** may be developed to support the student's behavioral and academic success.

REINSTATEMENT PROCESS

1. **SUSPENSION ISSUED**
   Administrator notifies parent/guardian of the suspension.
2. **MEETING SCHEDULED**
   Administrator schedules a reinstatement meeting for the student's return date following the suspension.
3. **PARENT/GUARDIAN ATTENDANCE REQUIRED**
   Parent or guardian must accompany the student to the scheduled reinstatement meeting.
4. **REINSTATEMENT MEETING CONDUCTED**
   School staff and family discuss:
   - Circumstances leading to suspension
   - Student strengths and needs
   - Restorative practices
   - Supports for successful reintegration
5. **SUPPORT PLAN DEVELOPED**
   When appropriate, an Action Plan and/or Behavioral Contract is created to promote positive behavior and academic success.
6. **STUDENT RETURNS TO SCHOOL**
   Student is successfully reintegrated into the school environment with identified supports in place.

WHO MAY PARTICIPATE?

- School Administrators
- Teachers
- School Counselors
- Behavior Support Coaches
- Therapeutic Day Treatment Providers
- Parent/Guardian
- Student

IMPORTANT REMINDER

A reinstatement meeting is required for any student returning from suspension.

Students may not return to school until the reinstatement meeting has been completed with a parent or guardian present.

Our Goal | RESTORE | SUPPORT | RECONNECT | SUCCEED

Teacher Responses to Manage Student Behaviors

Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations. Teachers have the authority to remove a student from a class for disruptive behavior in accordance with § 22.1-276.2. of the *Code of Virginia.* Local school boards should establish the process as outlined in the *Code.*

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:

- Develop, teach, and maintain clearly defined classroom expectations that are consistent with school wide behavioral expectations and applicable across all classroom settings at all times.
- Build positive relationships with students and families.
- Model and practice expectations in the appropriate settings.
- Reteach/review expectations throughout the school year (i.e., quarterly, after breaks).
- Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments.
- Use more positive than corrective statements (4:1 ratio).
- Create a classroom acknowledgement system to increase responsible student behavior.
- Implement effective, evidence based instructional practices that match student learning needs.
- Actively engage students in the teaching and learning process.
- Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education).
- Flexible classroom arrangements/seating.

Examples of Instructional Teacher Responses for Classroom Managed Behaviors:

- Actively observe and 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 that includes the replacement behavior, on-task monitoring form, reflection sheets).
- Communicate and collaborate with parents/guardians and the student's counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve.
- Reteach desired behavior.
- Problem-solve the behavior during a 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 (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges].
- Facilitate restorative practices with the student and person(s) affected by the student's behavior–
- **Restorative Practices Definition & Examples (Addendum)**
- **Restorative practices** are a proactive and responsive approach to building relationships, strengthening school communities, and addressing conflict or misconduct through accountability, dialogue, and repairing harm rather than relying primarily on punishment.
- Assign a working lunch to facilitate re-teaching or making up missed work (lunch with teacher to catch up on work, review a social story)
- Restructure/revise classroom practices based on student's needs

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses go hand-in-hand with tiered supports, which are more fully described in the *Guidelines for the Reduction of Exclusionary Practices*. Neither is intended to be the sole response to student discipline incidents. The following lists of leveled administrative responses to student behavior are provided as an example of a leveled system of discipline responses.

Level 1 Responses:

Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)--acceptable list of Community Service tasks approved by administrator and parent
- Restitution
- Seat change
- Loss of school privileges
- Administrator/Student/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- In-school suspension (Up to one-two days) with behavioral instruction and academic support
- Temporary removal (no longer than 30 minutes or 1 class period)
- Behavior Contract or a "no contact" contract

Level 2 Responses:

Administrative responses and interventions at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention–specify when detention can happen (before, after, during lunch)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, and Problem Solving Team (ex. VTSS), Substance Use and Intervention Program)
- Referral to Student Support Team
- Schedule change
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- Saturday school
- Restitution
- Confiscation of unauthorized items
- Temporary loss of privileges
- In-school suspension with behavioral interventions and/or restorative practices (one-three days)
- Bus Suspension

- Social Probation (may extend 1-45 calendar days)
- Class Removal (less than half day of school)

Level 3 Responses:

Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.

- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, Problem Solving Team, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program)
- Referral to Student Support Team (SST)
- Referral for community-based services
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Community service
- Schedule change
- Revocation of privileges
- In-school suspension with restorative practices (three plus days not to exceed five days)
- Short-term out-of-school suspension (one–three days for elementary students; three–ten days for secondary students) with restorative circle or conference upon return
- Reentry meeting with parent and school administrator (re-entry contract)
- Referral to alternative education programs
- Referral to law enforcement where required

Level 4 Responses:

Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the *Code of Virginia* § 22.1-279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Long-term revocation of privileges
- Restitution via written contract
- Schedule change
- Short-term out-of-school suspension (Kindergarten to grade three students one to three days, four to ten days for fourth- to sixth-grade students, or five to ten days for seventh- to twelfth-grade students)
- Recommendation for a long-term suspension as determined by local policy or by *Code.* Link: (11 to 45 days as defined in § 22.1-276.01)

Return the student to the school setting with appropriate support and interventions.

Level 5 Responses:

Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

Required School-based Administrative Responses to Level 5 Behaviors

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

Examples of superintendent or designee responses to Level 5 behavior

- Long term suspension Link: (11 to 45 days as defined in § 22.1-276.01)
- Alternative placement
- School reassignment: Students may be assigned to another school within the division. Board policy should establish the procedures for assigning any student to another school. Those policies and procedures should ensure equity.
- Referral to law enforcement where required
- Expulsion

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

[2] § 22.1-277 Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

[3] § 22.1-276.01. as amended by House Bill 1600 Approved March 23, 2018 Long-term suspension" means any disciplinary action whereby a student is not permitted to attend school for *11 to 45 school* days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

[4] § 22.1-276.01. "Expulsion" means any disciplinary action imposed by a school board or a committee thereof, as provided in school
board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

[16] § 22.1-276.01. Definitions. "Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

[17] § 22.1-277 Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

STANDARDS OF STUDENT CONDUCT
LEVEL 1 OFFENSES

ATTENDANCE • Students are expected to arrive at school and report to class on time daily. Students who report to class tardy, must provide a written explanation from parents, teachers, or administrators. Parents shall refrain from picking students up early, as it interferes with the instructional school day. Students shall report to assigned/scheduled areas within the building, before, during, or after instructional hours. Developing patterns of frequent tardiness and early dismissals merit administrative and parental attention. Class cutting, loitering, leaving school grounds without permission, tardiness, and unexcused absences shall be subject to disciplinary action. (See Policy page 48)

BUS MISCONDUCT • Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Examples include moving while the bus is moving, yelling on the bus, and not following the rules the first time.

CHEATING • Students are expected to perform honestly on any assigned schoolwork or tests. The actions that are identified as cheating and are prohibited include, but are not limited to the following: cheating on a test or assigned work by giving, receiving, offering, and/or soliciting information; plagiarizing by copying the language, structure, idea, and/or thoughts of another; falsifying statements/signatures on any assigned school work, tests, or other school documents.

DISORDERLY CONDUCT (DEFIANCE) • Defiance is defined as any open or bold resistance to or disregard for authority, opposition, or power; a challenging attitude or behavior.

DISORDERLY CONDUCT (DISRESPECT) • Disrespect is defined as, but not limited to: teasing, taunting, sexual statements and actions, talking back, walking away, uncooperative behavior, and inappropriate language.

DRESS CODE • Students are expected to dress in accordance with the Portsmouth Public Schools Dress Code Policy. Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements are made for their proper attire. (See page 79)

ELECTRONIC DEVICES • Students are expected to comply with the established regulations of the Cell Phone Policy. Electronic devices include all forms of personal communication devices.

GAMBLING • Gambling is defined as illegal means of making, placing, or receiving any bet or wager of money or other thing of value dependent upon the result of a game, contest, or any other event with an uncertain outcome.

SALE OR DISTRIBUTION OF GOODS • Selling or passing out goods or materials, without the school's permission, is not permitted.

The range of consequences identified below will be imposed at the discretion of the building administrator contingent upon the severity of the offense. Any student who is determined to be an accessory to a violation of the Code of Student Conduct will receive consequences specified as appropriate to the behavior.

LEVEL 2 OFFENSES

BUS MISCONDUCT • Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Students who become serious disciplinary problems on school buses shall be reported to an administrator by the driver and may have their riding privileges suspended. In such cases, the parents of the student become responsible for seeing that their children get to and from school safely. (See Policy page 65)

DISORDERLY CONDUCT (DISRUPTIVE BEHAVIOR) • Disorderly conduct is defined as conduct that interrupts or obstructs the learning environment and /or is dangerous to the health and/or safety of other students and staff. Conduct is deemed to be disorderly when it disrupts the operation of any school or any activity conducted or sponsored by any school. Disorderly conduct may include, but is not limited to: making inappropriate noises, instigating and/or participating in a verbal or physical altercation, excessive talking, talking too loudly, moving excessively around the classroom.

DISORDERLY CONDUCT (OBSCENE/PROFANE LANGUAGE/GESTURES) • Using obscene or profane language, making obscene or profane gestures, possessing obscene or pornographic literature, selling, giving, or sending obscene or pornographic literature is considered disorderly and is prohibited.

DISORDERLY CONDUCT (MINOR INSUBORDINATION) • Minor insubordination is defined as intentionally failing or refusing to comply with the reasonable requests of staff through verbal response, gesture and/or defiant action or inaction. This also includes failing to tell the truth when questioned by staff.

TECHNOLOGY USE VIOLATIONS • Students are responsible for good behavior on the schools' computer network just as they are in the classroom. The Code of Student Conduct applies to all student use of technology and computer networks. The following includes but is not limited to forms of prohibited Internet/Computer System use:

1. accessing, sending, or displaying pornographic or obscene messages, pictures, or profane or abusive language
2. electronically posting messages or accessing materials that are abusive, threatening, harassing, damaging to another's reputation, or illegal
3. damaging computer networks
4. violating copyright laws
5. using another's identification or password, or trespassing in another's work
6. providing your personal username and password for others to use
7. using the network for any illegal activities as defined by state or federal law

Students and staff shall not use, attempt to use, or solicit help with using school-based technology in a manner that is not consistent with the Acceptable Use Policy (see appendices page 39).

TOBACCO • Students shall not possess, use, sell, or distribute any tobacco, or nicotine vapor product as defined in § 18.2-371.2 on a school bus, on school property, or at an onsite or off-site school sponsored activity.

TRESPASSING • Trespassing is defined as entering or remaining on school property without permission, at any time including but not limited to weekends, holidays, or when school is not in session. School property means any real property (land) owned or leased by Portsmouth Public Schools and any

Portsmouth Public School vehicle. Students are considered to be trespassing when permission to be at school or to ride the bus is revoked through oral or written notice of suspension or expulsion by an appropriate school official. Students shall not trespass on school property or at school sponsored events. Students assigned an alternative placement shall not be on any Portsmouth School property during sporting events or any school events.

LEVEL 3 OFFENSES

BULLYING/HARASSMENT • "Bullying" means aggressive and unwanted behavior that is intended to harm 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 behavior motivated by a real or perceived differentiating characteristic of the victim and cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument, or peer conflict.

Prohibited bullying behaviors include, but are not limited to the following:

1. physical intimidation, taunting, name calling, insults, and seizing or destroying personal property
2. comments regarding the race, gender, religion, physical abilities or characteristics of associates of the targeted person
3. falsifying statements about other persons
4. (CYBER BULLYING) use of technology such as e-mail, text messages, or websites to defame or harm others whether the incidents occur in or outside of school (SB0908).

Harassment is defined as behavior intended to disturb or upset; it is characteristically repetitive and found to be intentional, threatening, or disturbing.

DISORDERLY CONDUCT (DISRUPTIVE BEHAVIOR) • Level 3 disorderly conduct is defined as conduct that is dangerous to the health and/or safety of other students and staff, instigating and/or participating in altercations (examples include shoving, biting, pushing, striking another student).

EXTORTION • Extortion is defined as using one's power, authority, or position to obtain funds, property, or other tangible benefit. Students shall not commit extortion on school property.

FIGHTING • Fighting is defined as voluntary participation in a one-on-one fight with another person. Students are subject to disciplinary action for misconduct. Cases for which self-defense is claimed must meet the following criteria:

- Be without fault in provoking or bringing on the fight or incident.
- Have reasonably feared, under the circumstances as they appeared to him/her, that he/she was in danger of harm.
- Have used no more force than was reasonable to protect himself/herself from the threatened harm.
- Not have the need for restraint once school officials intervene. Such incidents must be reported immediately to school officials.

A student, who is assaulted and retaliates by hitting, kicking, or any other physical means, may be disciplined for fighting. Conflict is defined as a serious disagreement or argument, typically ongoing over an extended period of time. Students shall not fight or participate in behavior defined as conflict on school property or at a school sponsored event.

GANG ACTIVITY • A gang – for school purposes, means any group of three or more students that has any of the following attributes: initiation practices, hand signals, names, symbols, styles of dress,

geographical, political, or sociological claims, occurrences of group-sponsored or initiated violations of school rules, or any other pertinent attributes – and is not sponsored, sanctioned, or approved by the School Board, Division Superintendent, or building principal while on school property to: meet, discuss membership or activities, conduct activities, show visible representation of membership, or engage in any other conduct while on school property or at a school sponsored event.

A gang – for school purposes, is also defined as any group of three or more students who collaborate – with or without planning –- and commits a violation of school district or building rules on school property, to include a school bus or at a school sponsored event.

Gang disruption – for school purposes, is defined as any gathering of three or more students for the purpose of or with the actual effect of creating fear, intimidation, or unrest on school property.

Behaviors: students shall not make identifiable physical gang signs, write/possess gang-related messages at school, wear gang-related clothing or colors, speak about gang-related activities during classes, school activities, or functions, assemble unlawfully, engage in a gang-related fight, engage in a gang-related disruption, or threaten verbally or physically any other individual on school property.

HAZING • Hazing, for school purposes, means to recklessly or intentionally endanger the health of safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into, affiliation with or as a condition for continued membership in a club, organization, association, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Hazing behaviors include, but are not limited to: physical harm, mental stress such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in embarrassment, forced calisthenics, prolonged exposure to the elements, forced consumption of food or liquids of any type, branding, or forced physical activity that could adversely affect health and safety.

Students shall not participate in hazing on school property in association with any school-sponsored organization, activity, or function. Students who collaborate in acts of hazing will receive the same consequences as the actual offender. Students who voluntarily participate in hazing may be removed from the relevant activity.

Hazing unlawful; civil criminal liability

It shall be unlawful to haze so as to cause bodily injury, any student at any school, college, or university. Any person found guilty therefore shall be guilty of a class I misdemeanor and subject to confinement in jail for up to 12 months and a fine up to $2,500.00 in addition to disciplinary consequence imposed. Code of Virginia §18.2-56.

POSSESSION OR USE OF MEDICATION AND PRESCRIPTION DRUGS • Students shall not possess, sell, distribute, use, be under the influence of, give, or possess with intent to give, sell, or distribute medication (prescription or non-prescription) on school property except after complying with

School Board policy.

- Unauthorized Over-the-Counter Medication Possession
- Use of Unauthorized Over-the-Counter Medication
- Over-the-Counter Medication Sale/Distribution
- Theft or Attempted Theft of Student Prescription Medication

Possession or self-administration of a non-prescription drug is prohibited by any student in grades pre-kindergarten through eight. All medications for students pre-kindergarten through eight must be given to the school nurse by the parent with proper instructions on the container for administration on school property. A student in grades nine through twelve may possess and self-administer, but not share, non-prescription medication if all of the following criteria are met:

- Written parental permission for self-administration of specific non-prescription medication is on file with the school
- The non-prescription medication is in the original container and appropriately labeled with manufacturer's directions
- The student's name is affixed to the container and
- The student possess only the amount of non-prescription medicine needed for one school day/activity

Self-Administration of Asthma Medication and/or Auto-Injectable Epinephrine: A student with a diagnosis of asthma or anaphylaxis, or both, is permitted to possess and self-administer inhaled asthma medications or auto- injectable epinephrine during the school day, at school sponsored activities, or while on a school bus or other school property under conditions including, but not limited to the following:

- Written parental consent on file with the school
- Written notice from the primary care provider on file with the school

Please note: "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, gargles, caffeine pills, CBD gummies, and the like. Medication shall not be brought to school by the student. A parent/guardian shall take all such items to the office of a principal or his/her designee at the start of the school day for safekeeping.

THEFT • Theft (larceny) is defined as taking, without permission, the personal property of another person with the intent to steal without force and/or intimidation. Students shall not commit larceny on school property or at school sponsored events.

- Theft of School Property
- Theft of Staff Property
- Theft of Student Property
- Possession of Stolen Property

THREATS/INTIMIDATION VERBAL AND PHYSICAL • Threatening: verbal is defined as any student knowingly communicating, in writing, including an electronically transmitted communication producing a visual or electronic message, a threat to kill or do bodily injury to a person, regarding that person or any member of his/her family, and the threat places such person in reasonable apprehension of death or bodily injury to himself/herself or his/her family member.

Threatening: physical is defined as any student knowingly committing any physical act that supports, substantiates, or otherwise conveys a threat to kill or do bodily injury to a person, regarding that person or any member of his/her family, and the threat places such person in reasonable apprehension of death or bodily injury to himself/herself or his/her family member.

Students shall not threaten, whether verbally, electronically, in writing or physically any person on school property or at school sponsored events.

- Threat/Intimidation Against Staff
- Threat/Intimidation Against Student

TRESPASSING (BREACH OF SECURITY) • Breach of Security is defined as opening or allowing entrance through a locked door that is to be used as an exit during an emergency. Students shall not collectively or individually unlock/open an entry way to allow onto school property any person who has not properly signed in and been approved by appropriate PPS staff. Students shall not trespass on school property or at school sponsored events. Students assigned an alternative placement shall not be on any Portsmouth School property during sporting events or any school events.

VANDALISM • Vandalism is defined as intentionally damaging, defacing, or destroying any real property (land, vehicles, or buildings) or personal property owned by Portsmouth Public Schools or any of its students, employees, or visitors. Students shall not commit vandalism on school property or at a school sponsored event.

- Vandalism of School Property
- Vandalism of Private Property
- Graffiti

LEVEL 4 and 5 OFFENSES

ALCOHOL • Students shall not use, distribute, be under the influence of, or have in their possession on school property or at any school sponsored activities any beverage containing alcohol (including imitation alcoholic beverages). Students shall not give, sell, distribute, or possess with intent to give, sell, or distribute on school property or at school-sponsored activities alcoholic beverages of any kind (including imitation alcoholic beverages).

**An imitation alcoholic beverage is a liquid which is not an alcoholic beverage, but may have the overall appearance, color, marking, packaging and marketing, or by representations made, is intended to lead, or would tend to lead, a reasonable person to believe that such item is an alcoholic beverage.*

ARSON • Arson is defined as the intentional burning of the property of another. If a student has direct knowledge of arson and fails to report it, then that student has assisted in the commission or concealing of arson. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of arson on school property or at school sponsored activities.

- Arson: Actual
- Arson: Attempted
- Bombs/Lighted Firecrackers/Cherry Bombs/Contributes to a Fire

ASSAULT AND BATTERY (AGGRAVATED) • Assault and Battery is defined as intentionally placing another person in reasonable fear of an immediate battery or the intentional harmful or offensive touching of another person's body without permission. Battery may be committed with or without an instrument, device, weapon, or other object. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of aggravated assault on school property or at school sponsored activities.

ASSAULT AND BATTERY (BY MOB) • Assault and battery by mob is defined as committing assault and battery on another person with the aid of one or more persons. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault and battery by mob on school

property or at school sponsored activities.

ASSAULT AND BATTERY (MALICIOUS WOUNDING) • Malicious wounding is defined as intentionally harming another person with the intent to maim, disfigure, permanently injure, or cause a substantial likelihood of death. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of malicious wounding on school property or at school sponsored activities.

ASSAULT AND BATTERY (ON STAFF) • Assault and battery on staff is defined as intentionally placing a staff member in reasonable fear of an immediate battery or the intentional harmful or offensive touching of a staff person's body without permission. Battery may be committed with or without an instrument, device, weapon, or other object. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault on staff on school property or at school sponsored activities.

ASSAULT AND BATTERY (WEAPON) • Assault and battery by weapon is defined as any instrument or object actually used or created for the infliction of injury or death. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault and battery by weapon on school property or at school sponsored activities.

BOMB/SCHOOL THREAT • A school threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or harming students or staff including intentionally making a false report of potential harm from dangerous chemicals or biological agents. Students shall not make, attempt to make, or assist in the making of a bomb, chemical or biological threat against a school. A student shall not conceal, or assist in the concealment of a school threat. If a student has direct knowledge of such a threat against a school and fails to report it, that student has assisted in the making or concealment of a school threat.

DRUG VIOLATIONS • Students shall not possess, sell, distribute, use, be under the influence of, give, or possess with intent to give, sell, or distribute illegal drugs on school property as defined by the laws of this Commonwealth. An imitation drug is defined as any item, substance, or product that intentionally or unintentionally looks like, is made to look like, or is represented as an illegal drug. Students shall not possess, sell, distribute, or possess with the intent to give, sell, or distribute an imitation illegal drug on school property.

- Schedule I and II Drug Use/Possession/Sale/Distribution
- Synthetic Marijuana Use/Possession/Sale/Distribution (i.e. spice)
- Marijuana Use/Possession/Sale/Distribution
- Anabolic Steroid Use/Possession/Sale/Distribution
- Other Drug Possession/Paraphernalia Possession
- Other Drug Use/Drug Overdose (any kind)
- Other Drug Sale/Distribution
- Possession/Use of Inhalants
- Substances Represented as Drugs ("look-a-likes") Use/Possession/Sale/Distribution

GANG FIGHTING • In school, a gang fight is defined as any fight between two or more groups of two, or more students on school property. When more than one student fights a single student, it shall be deemed as an assault by mob (See assault/battery).

MAJOR CRIMES • Other major law violations occurring within the school zone and not specifically listed in this code of conduct may result in expulsion. This offense shall include rape.

REPEATED VIOLATIONS • Repeated violations of any offenses in the Code of Conduct may indicate the need for a long-term suspension or expulsion depending on the seriousness of the repetitive behaviors. Chronic misbehavior may indicate the need for an alternative school placement and/or a recommendation for other services.

ROBBERY • Robbery is defined as committing a larceny with force and/or intimidation. Students shall not commit robbery on school property or at school sponsored events.

- Actual Robbery
- Attempted Robbery

SEXUAL OFFENSES • Sexual Harassment is defined as unwelcomed sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Sexual Assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient.

Students shall not commit or act in support of any sexual offense listed above with or against any person or non- student on school property or at a school sponsored event. They shall not take, possess, disseminate, transfer, or share obscene, pornographic, lewd, or otherwise illegal images or photographs by electronic data transfer or otherwise while on school property or at a school sponsored event.

- Sexual Battery against Staff
- Sexual Battery against Student
- Offensive Sexual Touching Against Staff Offensive
- Sexual Touching Against Student
- Forcible Rape Against Staff
- Forcible Rape Against Student
- Attempted Rape Against Staff
- Attempted Rape Against Student
- Sexual Offenses Without Force (includes indecent exposure, lewd behavior, and consensual sexual behavior)
- Aggravated Sexual Battery
- Sexual Harassment
- Sexting (taking, possessing, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs)

WEAPONS • A weapon is defined as any instrument or object actually used or created for the infliction of injury, threat, or death. Students shall not bring, possess, or use weapons on school property or at a school sponsored event. Students found with weapons on school property shall be prosecuted in accordance with state and federal law. Weapon related behaviors prohibited on school property or at school sponsored activities include, but are not limited to bringing or possessing:

- a handgun/rifle/shotgun
- any other weapon which is designed or may be converted to expel a projectile by the action or any explosive to include live ammunition
- a knife (with a metal blade)
- a BB gun or Pellet gun
- any representation of and or destructive bomb or explosive device
- other firearms (zip gun, starter gun, poppers, flare gun, etc.)

- other weapon (any instrument or object created or used to inflict harm on another individual)
- razor blades/box cutters
- fireworks, firecrackers or stink bombs
- taser or any device intended to transmit an electrical shock
- ammunition
- Weapon/Chemical substance (i.e. mace, tear gas, or pepper spray)
- a stun gun

****LOOK-ALIKES (TOY WEAPONS)** • Students shall not bring, possess, or use toy/look-alike weapons on school property or at school sponsored events. Toy weapons are not combustible, are not designed to expel objects that may cause harm, or do not appear to be real (i.e. plastic). Administrative discretion may be used in determining consequences.

CATEGORY A
BAP: Behaviors that Impede Academic Progress

Behaviors that Impede the Academic Progress (BAP) of the student or of other students.

Behavior Codes and Descriptors		K - 6 Disposition	7 - 12 Disposition
BAP1	Interfering with learning in the classroom (examples include inappropriate talking, excessive noise, off-task, out of seat, horse playing, and making rude noises, and possession of items that distract)	LEVEL 1	LEVEL 1
BAP2	Interfering with learning outside of the classroom (examples include excessive noise,interrupting a class, inappropriate talking, horse playing, and making rude noises)	LEVEL 1	LEVEL 1
BAP3	Scholastic dishonesty (such as cheating, plagiarism)	LEVEL 1	LEVEL 1
BAP4	Unexcused tardiness to class (A student is considered tardy to class if he/she is not in the classroom when the class is scheduled to begin.)	LEVEL 1	LEVEL 1
BAP5	Unexcused tardiness to school (A student is considered tardy to school if he/she is not in the classroom when the school day is scheduled to begin.)	LEVEL 1	LEVEL 1

CATEGORY B
BSO: Behaviors Related to School Operations

Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures.

Behavior Codes and Descriptors		K - 6 Disposition	7 - 12 Disposition
BSO1	Altering an official document or record	LEVEL 1,2	LEVEL 1,2
BSO2	Giving false information, misrepresentation (to include verbal or written statements, counterfeit money, imitation alcohol and drug look-alike)	LEVEL 1,2	LEVEL 1,2
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school (to include refusal to work in class, minor insubordination, refusing to be searched, and repeated refusals to comply or display appropriate behavior)	LEVEL 1,2	LEVEL 1,2

BSO5	Failure to attend assigned disciplinary setting (detention, in- school suspension, Saturday school)	LEVEL 3	LEVEL 3
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	LEVEL 2,3	LEVEL 2,3
BSO7	Dress Code Violation	LEVEL 1	LEVEL 1
BSO8	Gambling (games of chance for money or profit as defined in § 18.2-46.1.)	LEVEL 1	LEVEL 2,3
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics, lighters, tobacco-free dip) Items should be confiscated and turned over to the parent/legal guardian, or law enforcement officers, at a reasonable time convenient to the school.	LEVEL 2	LEVEL 2
BSO10	Possession of stolen items	LEVEL 1,2	LEVEL 2, 3
BS011	Unauthorized use of school electronic or other equipment	LEVEL 1	LEVEL 1,2
BSO12	Violation of the Acceptable Use of Technology/internet policy	LEVEL 1,2	LEVEL 1,2
BSO13	Violation of school board policy regarding the possession or use of portable communication devices (admin guide: include language of types of devices- headphones, phones, etc.)	LEVEL 1	LEVEL 1
BSO14	Vandalism, graffiti or other damage to school or personal Property	LEVEL 2	LEVEL 1,2,3
BSO15	Student is not going to class as assigned	LEVEL 1,2	LEVEL 1,2

Category C
RB: Relationship Behaviors

Behaviors that create a negative relationship between two or more members of the school community (No physical harm is done.)

Behavior Codes and Descriptors		K - 6 Disposition	7 - 12 Disposition
RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	LEVEL 2,3	LEVEL 2,3
RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)	LEVEL 3	LEVEL 3,4
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	LEVEL 1,2	LEVEL 1,2,3
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	LEVEL 1,2,3	LEVEL 1,2,3
RB5	Stealing money or property without physical force	LEVEL 2,3	LEVEL 3
RB6	Speaking to another in an uncivil, discourteous manner	LEVEL 1,2	LEVEL 1,2
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	LEVEL 1,2	LEVEL 1,2,3
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	LEVEL 1,2	LEVEL 1,2,3

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	LEVEL 1,2,3	LEVEL 1,2,3
RB10	Failure to respond to questions or requests by staff	LEVEL 2	LEVEL 2
RB11	Unwanted or inappropriate physical contact	LEVEL 2	LEVEL 2,3

Category D
BSC: Behaviors of a Safety Concern

Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.

Behavior Codes and Descriptors		K - 6 Disposition	7 - 12 Disposition
BSC 1	Alcohol: Possessing or using alcohol	LEVEL 1,2,3	LEVEL 2,3
BSC 2	Alcohol: Distributing alcohol to other students	LEVEL 1,2,3	LEVEL 3,4
BSC 3	Drugs: Possessing drug paraphernalia	LEVEL 1,2,3	LEVEL 2,3
BSC 4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	LEVEL 1,2,3	LEVEL 1,2,3
BSC 5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment	LEVEL 1, 2,3	LEVEL 2,3
BSC 6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.	LEVEL 1,2,3	LEVEL 2,3,4
BSC 7	Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates to a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.	LEVEL 1,2,3	LEVEL 3,4,5
BSC 8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment	LEVEL 1,2,3	LEVEL 4
BSC 9	Bus: Distracting the bus driver	LEVEL 1,2,3	LEVEL 2,3,4
BSC 10	Bus: Endangering the safety of others on the bus	LEVEL 1,2,3	LEVEL 2,3,4
BSC 11	Fire alarm: Falsely activating a fire or other disaster alarm	LEVEL 1,2	LEVEL 2,3,4
BSC 12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	LEVEL 1,2	LEVEL 2,3,4
BSC 13	Engaging in reckless behavior that creates a risk of injury to self or others	LEVEL 2,3	LEVEL 2,3,4,5

BSC 14	Fighting that results in no injury as determined by the school administration	LEVEL 2,3	LEVEL 3,4,5
BSC 15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	LEVEL 1,2	LEVEL 4
BSC 16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	LEVEL 1,2,3	LEVEL 4,5
BSC 17	Shoving, pushing, striking, biting another a student with no visible injury	LEVEL 3	LEVEL 3
BSC 18	Exposing body parts, lewd or indecent public behavior	LEVEL 1,2	LEVEL 4
BSC 19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	LEVEL 1,2,3	LEVEL 4
BSC 21	Stalking as described in the *Code of Virginia* section 18.2-60.3	LEVEL 1,2	LEVEL 5
BSC 22	Stealing money or property using physical force (no weapon involved)	LEVEL 1,2,3	LEVEL 3,4
BSC 24	Leaving school grounds without permission	LEVEL 1,2	LEVEL 1,2
BSC 25	Trespassing	LEVEL 2	LEVEL 1,2,3
BSC 26	Possessing dangerous instruments/substances that could be used to inflict harm upon another	LEVEL 2,3	LEVEL 4,5
BSC 27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.	LEVEL 1,2,3,4	LEVEL 4,5

Category E
BESO: Behaviors that Endanger Self or Others

These behaviors endanger the health, safety, or welfare of either the student or others in the school community.

Behavior Codes and Descriptors		K - 6 Disposition	7 - 12 Disposition
BESO1	Assault: Intending to cause physical injury to another person	LEVEL 3,4,5	LEVEL 3,4,5
BESO2	Assault and Battery: Causing physical injury to another person	LEVEL 3,4,5	LEVEL 3,4,5
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	LEVEL 3	LEVEL 3,4,5
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	LEVEL 3,4,5	LEVEL 4,5
BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications	LEVEL 3,4,5	LEVEL 4,5
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription	LEVEL 3	LEVEL 4,5

	medications		
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications	LEVEL 3	LEVEL 4,5
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire	LEVEL 3,4,5	LEVEL 3,4,5
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	LEVEL 3,4,5	LEVEL 3,4,5
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.	LEVEL 3	LEVEL 4
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members; not including written threats	LEVEL 3,4	LEVEL 4,5
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) Conveying by physical gestures, stance, raised fists, etc., the intention to fight; not including a written threats	LEVEL 3	LEVEL 4,5
BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability	LEVEL 3,4,5	LEVEL 5
BESO15	Using any object as a weapon to threaten or attempt to injure school personnel	LEVEL 3,4,5,	LEVEL 5
BESO16	Using any weapon to threaten or attempt to injure student(s) or other(s)	LEVEL 3,4,5	LEVEL 5
BESO17	Bomb threat –Making a bomb threat	LEVEL 3,4,5	LEVEL 4,5
BESO 18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division	LEVEL 5	LEVEL 5

SCHOOL BOARD POLICIES
&
GENERAL INFORMATION

ACCEPTABLE COMPUTER USE SYSTEM (IIBEA/GAB)

ATTENDANCE (JED)

BUS CONDUCT (JFCC)

CELL PHONE AND SMART DEVICE POSSESSION AND USE (JFCM)

CONDUCT ON SCHOOL PROPERTY (KGB)

DISTRIBUTION OF INFORMATION/MATERIALS (KF)

DRESS CODE POLICY (JFCAA)

DRESS CODE REGULATION (JFCAA-R)

FREEDOM FROM DISCRIMINATION (JB)

MOMENT OF SILENCE (IE)

PLEDGE OF ALLEGIANCE (IEA)

SEARCH AND SEIZURE (JFG)

SEX OFFENDERS AND CRIMES AGAINST MINORS REGISTRY (KN)

STUDENT CONDUCT (JFC)

STUDENT RECORDS (JO)

STUDENT SEXUAL HARASSMENT (JFHA/GBA)

STUDENT SUSPENSION/EXPULSION (JGD/JGE)

TOBACCO FREE SCHOOL FOR STAFF/STUDENTS (JFCH-R/GBEC-R)

TOBACCO PRODUCTS AND NICOTINE VAPOR PRODUCTS (JFCH)

ATTENDANCE FAILURE (FA) GRADE

Any student who exceeds the annual threshold for chronic absenteeism, has not made satisfactory academic progress, and not adhered to the guidelines of an AIP may be denied course credit or grade-level promotion.

Elementary and Middle School - Students who exceed the threshold for chronic absenteeism and have not met the minimum requirements on an AIP, which includes participation in attendance recovery as an intervention to address loss of instructional time and absences may be denied promotion to the next grade level. A student reaches the threshold for chronic absences at 9 days per semester or 18 days for the school year. Should a student be at risk for an attendance failure, an "FA" designation will be assigned at the end of the 2nd quarter. The "FA" designation shall be adjusted accordingly once the student makes up missed instructional time by participation in the recovery programs.

1. The Principal or Principal's designee will convene a meeting with the student's teacher, school counselor, and parents/guardians within 30 days of a student being on an AIP; and at least 30 days prior to the end of the school year to review progress towards attendance improvement for any student who is passing their classes but has exceeded the threshold for chronic absenteeism for the current school year.

2. At the conclusion of a year-end meeting, the parent/guardian will be notified in writing whether the student is on track for promotion, recommended for additional attendance recovery hours, or required to attend summer school as a condition of promotion to the next grade level.

High School - A student will receive a failing grade (59 F) whenever he/she exceeds the threshold for chronic absenteeism, defined as being absent from (a) a 90-day semester class for a total of nine (9) class periods, or (b) absent from a full-year class for a total of eighteen (18) class periods in a 180 day school year cycle. Should a student be at risk for an attendance failure, an "FA" designation will be assigned at the end of the 1st quarter. The "FA" designation shall be adjusted accordingly once the student makes up missed instructional time by participation in the recovery programs.

Please note the exception for both elementary and secondary school students. When school is in session fewer than 180 days or a student's entry date is after the 1st day of school, 10% is relevant to the total number of enrolled school days.

The parent/guardian will be notified that the student shall be retained or receive loss of credit. Notification will include an appeal process for the parent/guardian to request a waiver to the attendance policy. For a student to be considered for a waiver to the attendance policy, the student shall have participated in attendance recovery as described by the Virginia Department of Education as in-person, flexible instructional time to recover lost hours.

ATTENDANCE WAIVERS AND APPEALS

In compliance with the Code of Virginia §22.1-258 and Regulations Governing Collection and Reporting of Truancy Related Data and Student Attendance Policies (8VAC20-730-20), the school division has established procedures that school division personnel are required to follow when a student fails to report to school. Additionally, the Virginia Department of Education (VDOE) Accreditation Standards also includes Chronic Absenteeism (students with 10% absenteeism during their enrollment within a school year to include excused and unexcused absences). In support of Virginia's compulsory attendance law, Portsmouth Public Schools, has established procedures to regulate chronic absenteeism and truancy.

The parent/guardian may request a waiver if a student exceeds the annual threshold for chronic absences for extenuating circumstances beyond the parent's and/or student's. An Attendance Waiver Request Form may be submitted to the principal or designee prior to the close of a semester or nine-week course, but no later than ten (10) days of the receipt of final grades or the attendance notification letter. The principal

shall act upon the waiver request within ten (10) administrative days and shall notify the parent of the decision within five (5) administrative days after the decision has been made. A parent may appeal the principal's decision to the Director of Student Support Services in the Office of School Leadership in writing within three (3) days of receipt of the decision from the principal. An unfavorable decision by the Director of Student Support Services may be appealed to the Chief Schools Officer. The decision of the Chief Schools Officer is final.

1. An appeal for a waiver to the attendance policy may be submitted to the Principal or Principal's designee by the student and/or parent/guardian within ten (10) school days of the receipt of final grades or loss of credit/retention notification letter. Once the appeal has been submitted, the student must remain in school until the end of the academic semester.

2. If the student has accumulated nine (9) absences in a semester course or eighteen (18) absences for a full-year course and completed academic recovery hours, the Principal or Principal's designee will review the Attendance Waiver Request Form, course grades, and the student's attendance record and documentation. Documentation shall include a record of attendance recovery hours attempted, documentation of excused absences to include doctors notes, and the nature of any personal or family problems that may have contributed toward said absences.

3. If there exists sufficient cause to believe that no abuse of the attendance policy has taken place, then a limited waiver of the attendance policy may be granted. That decision will be communicated in writing to the parent/guardian. **It should be noted that earning passing grades is not sufficient grounds to grant an appeal**.

4. The principal shall act upon the waiver request within ten (10) administrative days and shall notify the parent of the decision within five (5) administrative days after the decision has been made. A parent may appeal the principal's decision to the Director of Student Support Services in the Office of School Leadership in writing within three (3) days of receipt of the decision from the principal. An unfavorable decision by the Director of Student Support Services may be appealed to the Chief Schools Officer.

WITHDRAWAL FROM SCHOOL

In accordance with Code of Virginia §22.1-258, at fifteen (15) days of *consecutive* absences, excused or unexcused, a student will be unenrolled from school. Parents/guardians will be notified of this action in writing and be provided with information on how to re-enroll the student or provide evidence of the student's enrollment in another school. Should the student seek re-entry, an AIP with opportunities for flexible in-person instruction shall be offered.

MAKE UP WORK

When a student is absent from school an opportunity to make up work shall be provided. At the elementary level, teachers shall provide make up work directly to the student. Middle and high school students have the responsibility to check with the teacher to get missing assignments or have them released on the Learning Management System. The student may have up to five (5) school days to complete the work to receive full credit.

ATTENDANCE ZONE CHANGE REQUEST

A parent/guardian must submit an intradistrict attendance zone waiver when seeking a school transfer for a student. If approved by the receiving principal, the zone waiver allows the student to attend the requested school although he/she does not reside in the attendance zone. Students are expected to maintain satisfactory grades, attendance, and citizenship without any major discipline issues (Level 3, 4, 5 Offenses). Students who fail to meet these standards can have their waiver revoked. Prior to, a warning letter will be issued to the parent and time to meet compliance shall be granted; however the student will have to return to his or her school of residence should there be no positive change. Written notification of

this decision will be provided to the parent/guardian. No attendance zone waivers will be revoked after the third quarter

PPS PORTSMOUTH PUBLIC SCHOOLS
SHINING BRIGHTER TOGETHER

PPS ATTENDANCE REGULATIONS

Every Day. Every Student. Every Opportunity.

NOTIFICATION OF ABSENCE

When a student is absent, the parent shall notify the school of such absence. If upon the fifth day after returning to school there is no indication that the parent is aware of the absence, that absence will remain unexcused (8VAC20-730-10).

Parents may submit notifications for excused absences up to 4 times per semester or 8 times per year.
Additional notifications of absence may be accepted from a medical professional or court official.

STUDENT ABSENT FROM SCHOOL → **Parent Notifies School of Absence** → **Documentation Received Within 5 Days of Return?** (Notification or documentation as required)

- YES → **EXCUSED ABSENCE**
- NO → **UNEXCUSED ABSENCE** (remains unexcused)

ABSENCE COUNT MONITORED (EXCUSED + UNEXCUSED)

1–2 ABSENCES
- Teacher/Case Manager contacts parent/guardian
- Documents attempts in PSSP
- Provides all missed assignments (up to 5 school days to complete for full credit)

Student is responsible for completing all missed assignments. Exceptions may be made for extended absences due to special circumstances.

5 ABSENCES REACHED (EXCUSED OR UNEXCUSED)
- Teacher/Case Manager schedules an IEP team meeting
- Identify areas of concern, including lack of progress
- Determine need for additional supports
- Make appropriate referrals (e.g., school social worker, parent liaison)
- Document attempts in PSSP

STUDENT TRENDING TOWARD CHRONIC ABSENTEEISM (10%)
Chronic Absence Risk Notification Letter sent to parent/guardian.

ATTENDANCE IMPROVEMENT PLAN (AIP) DEVELOPED
- Identify attendance barriers
- Strategies include attendance recovery, stricter documentation for excused absences, and potential consequences (e.g., loss of privileges)
- Additional interventions and supports as needed

PROGRESS REVIEW MEETINGS
- Within 30 days of AIP
- At least 30 days prior to the end of the school year to review progress toward attendance improvement

ATTENDANCE RECOVERY (UPON 5 ABSENCES)
- Student invited to participate in flexible, in-person instructional time
- 3 hours of recovery time = 1 absence recovered
- Maximum of 15 flexible instructional days counted per student per year
- Rate adjusted when VDOE conditions are met

ATTENDANCE IMPROVED?
- YES → Continue Monitoring
- NO → **EXCEEDS CHRONIC ABSENCE THRESHOLD**

ELEMENTARY & MIDDLE SCHOOL
9 days/semester or 18 days/school year

HIGH SCHOOL
9 absences in a 90-day semester course or 18 absences in a 180-day year course

STUDENTS WITH DISABILITIES ATTENDANCE PROCESS

1–2 ABSENCES
Teacher/Case Manager contacts parent/guardian and documents attempts in PSSP.

PROVIDE MISSED ASSIGNMENTS
Student has up to 5 school days to complete work for full credit.

5 ABSENCES REACHED
Teacher/Case Manager schedules IEP team meeting.

IEP TEAM REVIEWS
- Attendance concerns
- Progress toward goals
- Need for additional supports

REFERRAL AS NEEDED
Includes school social worker, parent liaison, or other supports.

DOCUMENTATION IN PSSP
All attempts logged in PSSP.

MONITORED BY DESIGNATED STAFF
Oversight of special education processes within the school.

STUDENT MEETING & ATTENDANCE REVIEW

Academic progress reviewed | AIP compliance reviewed | Recovery hours reviewed

ATTENDANCE REQUIREMENTS MET?

- YES → PROMOTION / COURSE CREDIT GRANTED
- NO → RETENTION OR LOSS OF CREDIT CONSIDERED

PARENT/GUARDIAN NOTIFIED IN WRITING
Notification includes appeal process to request a waiver to the attendance policy.
To be considered for a waiver, the student must have participated in attendance recovery (in-person, flexible instructional time to recover lost hours) as outlined by the Virginia Department of Education.

ATTENDANCE WAIVER REVIEW

IMPORTANT NOTE
When school is in session fewer than 180 days or a student's entry date is after the 1st day of school, 10% is relevant to the total number of enrolled school days.

- Green = Attendance Recovery / Improvement Steps
- Yellow = Chronic Absence Warning & AIP
- Orange = Attendance Threshold Reached
- Red = Retention, Loss of Credit, or Appeal Process
- Blue = Special Education Attendance Process

KEY POINTS
- Regular attendance supports learning and student success.
- Communication and documentation are essential.

BUS REGULATIONS

Meeting the School Bus

- Students are subject to all conditions outlined in the *Code of Student Conduct* while at the bus stop, going to and from the bus stop, or riding the bus.
- Students must be on time. Students should be at the stop at least ten minutes before the regular pickup time.
- Students must not stand on the traveled portion of the roadway or on private property while waiting for a bus.
- While waiting at a bus stop, students must respect the property of homeowners in the area.
- Students must not run alongside a moving bus; they must wait until it has stopped, then walk to the front door.

Riding on the School Bus

- Students must obey the driver and be courteous to him/her and to their fellow students. The driver is in charge of the bus as well as the passengers and has the authority to assign seats to maintain discipline or promote safety.
- Students must never mar or deface the bus. The student performing the act must pay for any willful or careless damage.
- Students must not extend their arms, legs, or heads out of the bus window.
- Students must not talk to the driver while the bus is in motion except in an emergency.
- Students must not tamper with the emergency door.
- Students must not wave or shout at pedestrians or passengers in other vehicles.
- Students must not throw objects inside the bus or from a window.
- Books, book bags, band instruments, or other loose objects must not be placed in the aisle or on the floor at the front of the bus. These items will be permitted aboard *ONLY* if they can be held in the student's lap and not encumber another student.
- Eating, drinking, or selling any commodity on the bus is prohibited.
- Students must not open windows without the driver's permission.
- Items prohibited at school will not be permitted on the bus. This includes, but is not limited to, the following: live animals, glass objects, skateboards, scooters, surf/boogie boards, and other items that do not directly support the educational process.
- In accordance with the cell phone policy, portable communication devices, including cell phones, may be used on the bus by students while being transported to and/from school. Students must use headphones when using a cell phone or other portable communication devices to listen to music, watch videos, etc.
- The bus driver has the right to refuse transportation to any student who has an unsafe object (e.g., matches, knives, firearms, etc.) in his/her possession.
- Parents, guardians, or their designees are required to accompany children under six years of age to and from the bus stop.
- No change will be made in the location of bus stops or bus routing without the approval of the Office of Transportation Services. (757) 393-8269.
- Students must ride their assigned buses. No change in a bus may be made without the school principal's permission.
- Riding a school bus is a privilege. Should any child be reported to the school principal, the principal will be responsible for taking disciplinary action, including the loss of the privilege of bus transportation.

Leaving the School Bus

- Students must remain seated until the bus comes to a full stop.
- Students must leave the bus at their regular stops.
- If the students must cross a highway, they are to do so at the front of the bus and at a distance of at least ten feet in the front of the bus. They must not cross until the driver has signaled that it is safe to do so.

ONLINE PARENT ACCESS

Portsmouth Public Schools offers a "Parent Portal" for parents and guardians to access their student's grades and attendance information all in one secure, easy-to-use website. With the Parent Portal, you can:

- Access your student's individual course assignments, and teacher information
- View your student's grades, attendance information and student schedule
- Communicate with teachers and learn more about your student's individual workload and responsibilities

Parent Portal startup packages are sent to parents in the fall or upon enrollment containing account credentials, instructions and helpful tips.

ONLINE STUDENT ACCESS

Portsmouth Public Schools also offers a "Student Portal" for students to access their grades and assignments all in one secure, easy-to-use website. With the Student Portal, students can:

- Access their individual course assignments and teacher information
- View their grades, attendance information and schedule
- Communicate with teachers and learn more about their individual workload and responsibilities Students receive their assigned credentials for accessing the portal.

SHORT-TERM SUSPENSION HEARING PROCEDURES

The appointed hearing administrator will bring the hearing to order, make necessary introductions, and determine who should attend the meeting. The student may be represented by a person of his or her choice. Student witnesses must be accompanied by a parent or guardian. Any person wishing to use student witnesses will be responsible for providing written parent permission for the student to leave class and appear before the Hearing Administrator.

1. The appointed hearing administrator will outline the procedures to be followed and will state the purpose of the hearing.

2. The appointed hearing administrator will call for clarifying statements first from the principal or his designee and then from the student, parent/ guardian, or representative.

3. The appointed hearing administrator will hear witnesses and evidence presented first by the principal or his designee and then by the student, parent/ guardian, or representative. All testimony and evidence must be presented in front of the parties involved.

4. The parties shall have the right to ask questions of any witnesses concerning any testimony or evidence presented. It is required that all questions be addressed to the appointed administrator rather than to the witnesses directly.

5. After all the evidence has been presented and there are no further questions, the appointed hearing administrator will allow for closing statements, first from the principal or his designee and then from

the student, parent/ guardian, or representative.

6. The appointed hearing administrator will adjourn the hearing.

7. The appointed hearing administrator will then prepare a written recommendation and send it to the student, parent/ guardian or representative, the principal or his designee, and the appropriate Director of Instruction.

8. Either party may appeal the recommendations of the appointed hearing administrator to the Superintendent or his designee for a review of the recommendations within five (5) calendar days of the date of the written recommendation.

DISCIPLINARY HEARING PROCESS

Purpose

The disciplinary hearing is an administrative process to determine appropriate placement or further disciplinary action for students who have committed infractions that could result in alternative placement, long-term suspension or expulsion.

Format

- The school administration will present evidence that the student committed the offense(s) listed on the suspension; this evidence will include witnesses, witness statements and other school documents.
- The student will have an opportunity to present his/her side of the case, including witnesses and/or other relevant evidence.
- The student may be represented by an attorney, an advocate, or other interested party, but the student's parent/guardian must be present.
- If the parent/guardian and/or student fail to attend the hearing a decision will be rendered in their absence.
- After the evidence has been presented the committee will render a decision.
- The hearing will last approximately 30 minutes.

Outcomes

The possible outcomes are:

- return to school of origin with no further disciplinary action
- return to school of origin on a behavioral contract or other stipulations
- assignment to an age-appropriate alternative school
- a recommendation to the Division Superintendent for long-term suspension or expulsion

DUE PROCESS PROCEDURES

Portsmouth Public Schools is committed to ensuring that all students are afforded fair and equitable treatment in accordance with applicable federal and state laws, Virginia Board of Education regulations, School Board policy, and established legal precedent.

The following minimum due process procedures shall apply when disciplinary action results in detention, suspension, alternative placement, or expulsion.

General Due Process Requirements

Prior to the imposition of disciplinary action, the following procedures shall be followed:

1. Notice of Charges
    - The student and, when applicable, the parent(s)/legal guardian(s) shall receive oral or written notice of the alleged violation(s).
2. Opportunity to Respond
    - If the student denies the allegation(s), the student shall be provided:
        - An explanation of the known facts supporting the allegation(s); and
        - An opportunity to present their account of the incident before disciplinary action is imposed.
3. Written Notification
    - The student and parent(s)/legal guardian(s) shall receive written notification of the disciplinary action, including the reason for the action and any applicable appeal rights.
4. Impartial Hearing
    - For long-term suspensions (more than ten school days), alternative placements, or expulsions, disciplinary hearings shall be conducted by an impartial hearing officer, School Board Discipline Committee, or School Board.
    - Individuals participating in the hearing shall not:
        - Have direct involvement in the incident;
        - Have participated in the disciplinary recommendation; or
        - Have a personal or professional relationship that could create a conflict of interest.
    - Hearing officers or committee members may recuse themselves when appropriate to preserve the integrity of the disciplinary process.
5. Failure to Appear
    - If the student or parent/legal guardian fails to appear after receiving proper notice, the hearing may proceed in their absence, and a decision may be rendered based upon the evidence presented.
6. Appeal Rights
    - Students and parents/legal guardians shall be afforded appeal rights as outlined in these procedures and applicable School Board policy.

Community-Based Programs

Parents/legal guardians and eligible adult students shall be informed of available community-based educational, intervention, and training programs when appropriate. Participation in programs not provided by Portsmouth Public Schools shall be the financial responsibility of the parent/legal guardian unless otherwise required by law.

DISCIPLINARY APPEAL PROCEDURES

An appeal is a formal written request for reconsideration of a disciplinary decision imposed by a teacher, principal, or other school administrator. Appeal procedures apply only to disciplinary actions outlined in these regulations.

Out-of-School Suspensions of Ten (10) School Days or Fewer

When the principal determines that a student's continued presence poses:

- a continuing danger to persons or property; or
- an ongoing threat of disruption to the educational environment,

the student may be removed immediately. In such cases, notice of the charges, an explanation of the evidence, and the opportunity to respond shall be provided as soon as reasonably practicable.

Level I – Principal Review

A parent/legal guardian or eligible adult student may appeal the suspension as follows:

- A written appeal must be submitted to the principal within three (3) school days of receiving notice of the disciplinary decision.
- The principal (or designated administrator) shall meet with the parent/legal guardian or eligible adult student and issue a written decision within three (3) school days of receiving the appeal.

Level II– Student Support Services, Superintendent's Designee

If dissatisfied with the Level I decision:

- A written appeal shall be submitted within three (3) school days of receiving the Level II decision.
- The Superintendent's designee shall review the appeal and issue a written decision within five (5) school days.
- The Superintendent's designee's decision shall constitute the final administrative decision for suspensions of ten (10) school days or fewer.

Long-Term Suspensions (11–45 School Days) and Alternative Placements

Following a disciplinary hearing, a parent/legal guardian who disagrees with the hearing officer's decision may appeal as follows:

Level I – School Board Discipline Committee

- A written appeal shall be submitted to the Office of Student Support Services within five (5) school days of receiving the hearing decision.
- Failure to file a timely appeal shall constitute a waiver of the right to appeal.
- The School Board Discipline Committee shall consider the appeal within thirty (30) calendar days and may:
    - Affirm the decision;
    - Modify the disciplinary action; or
    - Reverse the decision.

Level II – Full School Board

If the School Board Discipline Committee's decision is not unanimous, the parent/legal guardian may appeal to the full School Board.

- The written appeal shall be submitted within five (5) school days of receiving the Discipline Committee's decision.
- The School Board shall consider the appeal within thirty (30) calendar days.
- The decision of the School Board shall be final.

SUBMITTING AN APPEAL

A written appeal should include:

- Student's full name and school;
- Parent/legal guardian's name and contact information;
- Date of the disciplinary hearing and/or decision being appealed;
- A statement indicating that you are requesting an appeal;
- The specific reason(s) you disagree with the decision; and
- Any additional information you would like considered as part of the appeal.

Written appeals should be submitted to:

Portsmouth Public Schools
Office of Student Support Services, Youth Risk Department
Instructional Resource Center, 3651 Hartford Street
Portsmouth, Virginia 23707

Email: student.discipline@portsk12.com
Telephone: (757)393-8556 extension 03158

Please retain a copy of this letter for your records. Questions regarding this decision or the appeal process may be directed to the Office of Student Support Services, Youth Risk Department

Portsmouth Public Schools is committed to ensuring that disciplinary decisions are administered fairly and consistently while maintaining safe, supportive, and orderly learning environments for all students.

Submission of an appeal does not stay or postpone the disciplinary action unless otherwise determined by Portsmouth Public Schools or required by law.

ALTERNATIVE EDUCATION PLACEMENT FOR OFF-CAMPUS CRIMINAL BEHAVIOR

Any student for whom the Division Superintendent has received a report pursuant to state law of an adjudication of delinquency or a conviction may be suspended or expelled from school attendance. Students charged or found guilty of an offense relating to the Commonwealth's laws on firearms, violent crime, drug distribution, arson, burglary, robbery, and street gang crimes are subject to removal from school and placement in an alternative educational setting.

TITLE IX

The Board prohibits discrimination on the basis of sex in its educational programs and activities as required by Title IX. The Board has adopted a grievance procedure applicable to Title IX complaints, and copies of this procedure may be obtained in the office of each school. Inquiries regarding compliance with Title IX may be directed to the Department of Human Resources, Portsmouth City Schools, 801 Crawford Street, Portsmouth, VA 23704.


HEALTH SERVICES
INFORMATION
SUPPORTING HEALTH. EMPOWERING STUDENTS.

Health/Medical Policies for Portsmouth Public Schools

Portsmouth Public Schools Fever Policy: According to Medical Orders for Portsmouth Public Schools, students with fevers 100 degrees or greater are to be fever free for at least 24 hours (without using any type of fever reducing medicine, that is Tylenol, Advil, Ibuprofen, Aleve, etc) before returning to school. In addition, a student should stay home for at least 24 hours after symptoms, such as sore throat, vomiting, diarrhea or severe congestion, are completely resolved and the child is well enough to return to school.

Medication Administration: Medications are given in the school by the nurse, principal, and medical designees trained by the school nurse to give medication in the nurse's absence. A **Request for Medication Administration Form** must be completed and signed by the student's doctor/dentist and parent/guardian. The completed form and the medication, which must be in the original container with the pharmacy label intact, including over-the-counter medications that are prescribed by the doctor/dentist, in a new unopened container. All medications should be given to the school nurse or principal's medical designee by the parent/guardian of the student. **Medications cannot be transported by students.**

Tdap Immunization: All 7th grade students are required to have a tetanus, diphtheria and pertussis (Tdap) booster shot prior to the beginning of the school year. Hepatitis A vaccine (HAV): Two properly spaced doses. The first dose shall be administered at age 12 months or older. Meningococcal conjugate vaccine (MenACWY): Two properly spaced doses. The first dose shall be administered prior to entry to the 7th grade. The second dose shall be administered prior to the entry to the 12th grade and/or between the ages of 16 and 18 years old. Shots may be obtained from your private doctor, local military clinics, or Portsmouth Health Department (free) at 383-8585. Be sure that you take a copy of your child's immunization record with you. Regardless of where your child receives their shot, documentation must be taken to their school nurse as soon as possible to ensure that they may begin classes in the first day of school.

Current Physical for Kindergarten (information for Pre-K student): Every Pre-K and Kindergarten student will need a current physical examination before he/she can be admitted to class. The physical must include the date of assessment within a calendar year of the first day of school for the year they attend Pre-K and Kindergarten. This requirement is in accordance with Code of Virginia, Sections 22.1-270. The Code does not extend a grace period for complying with this requirement. Therefore, any student who does not have a physical examination form in compliance with the law will not be allowed to attend school until their parent can present one to the school nurse.

The student who attended Pre-K the previous year before attending Kindergarten, may also need additional immunizations in order to meet State requirements for entrance into Kindergarten. If shots are needed, your school nurse will send you a letter at the end of their Pre-K year indicating which ones are required before they can attend kindergarten. Once you have the completed physical and/or documented proof of the shots we show are needed, take them to your school nurse. Without this documentation, the Kindergarten student will not be able to attend school.

Field Trip Medications: If your child receives medication at school and goes on a one-day field trip during school hours, the school nurse will be sending a single dose of your child's medication on the field trip. If your child uses a multi-dose inhaler at school, the one you have provided will be sent on the field trip. The teacher or instructional assistant, who has received training from the school nurse, will carry the medication and administer it to your child, if needed, while they are on the field trip. The only medication that can be given at field trips are ones for which a permission form, signed by the doctor and parent, is on

file with the school nurse.

Medications for Before/After School Activities/Events: In regard to emergency medications a student may need available for before/after school activities, it is extremely important parents/guardians notify the individual in charge of the activity/event about the need. Examples of emergency medications include Epi-pens, Insulin, Glucagon and Asthma inhalers. Before/After regular school hours, the clinic is closed and a nurse is not available. Please note that a student may carry emergency medications when the proper procedure is followed: contact your school nurse or student's primary care physician for the form that will need to be completed by the doctor or dentist. It is the parent/guardian's responsibility to develop a plan with the individual in charge of the before/after school activity/event so a safe environment may be maintained.

Head Lice: In compliance with the positions of the American Academy of Pediatrics, the American School Health Association, the National Association of School Nurses and the National Guidelines Clearinghouse, Portsmouth Public Schools will practice the following to control Pediculosis (adult lice and nits) infestation among students and staff:

Any student or staff who have live head lice OR viable nits close to the scalp visualized by the school nurse or other trained designee, will be referred for treatment at the end of the school day. Prompt treatment at home will be advised, including removal of live lice and viable nits. Immediate removal of the person from school is unnecessary. If the person has lice, he or she has probably been infested for weeks and prompt removal of the person could lead to embarrassment and ridicule. Following treatment, the person will be rechecked before returning to the classroom. If no live lice are found, the student may be readmitted to the classroom with a note from the school nurse. If live lice are found, the student must return home for further treatment. If nits are found on the hair shaft greater than ½" from the scalp, they are no longer alive and should be picked/combed out with a nit comb but they will not develop into live lice. If ANY nits are found, either at the time of initial or return assessment, the person will be rechecked in one week or at the discretion of the school Nurse or Health Services Supervisor after the individualized assessment of the person. The parent/guardian will be advised to continue to remove the nits. Persons with nits will be monitored and NOT be referred for further treatment at this time.

The student will be placed on a screening schedule if nits are found: 3 times a week for two weeks, 2 times a week for one week and once a week after that at the discretion of the School Nurse or Health Services Supervisor. Siblings, who are felt to be in close contact with a person with live lice will be inspected for infestation and referred appropriately. If there is/are sibling/s in another school, the original nurse will notify the school nurse of that school to inspect the sibling/s for a possible infestation.

Persons outside the immediate situation will not be informed or involved, such as other parents, staff members, bus drivers/assistants or cafeteria staff. This is to protect privacy and confidentiality.

The School Nurse or Health Services Supervisor retain the authorization to, at her discretion, exclude a student with repeated infestations of live lice/nits or with a current active infestation for which there is an apparent lack of adequate follow through by the parents/guardians. If you have any questions in regards to any of these policies, feel free to contact the school nurse in your child's school or the Health Services Supervisor for Portsmouth Public Schools at 757-393-8661.

Scoliosis

Everyone's spine has natural curves. These curves round our shoulders and make our lower back curve slightly inward. But some people have spines that also curve from side to side. Unlike poor posture, these curves cannot be corrected simply by learning to stand up straight.

This condition of side-to-side spinal curves is called scoliosis. On an X-ray, the spine of an individual with scoliosis looks more like an "S" or a "C" than a straight line. Some of the bones in a scoliotic spine also may have rotated slightly, making the person's waist or shoulders appear uneven.

Who gets scoliosis?

Scoliosis affects a small percentage of the population, approximately 2%. However, scoliosis runs in families. If someone in a family has scoliosis, the likelihood of an incidence is much higher—approximately 20%. In children, the vast majority of scoliosis is "idiopathic", meaning its cause is unknown. It usually develops in middle or late childhood, before puberty, and is seen more often in girls than boys. Most scoliosis is found in otherwise healthy youngsters.

The importance of early detection—tips for parents

*Idiopathic scoliosis can go unnoticed in a child beca*use it is rarely painful in the formative years. Therefore, parents should watch for the following "tip-offs" to scoliosis beginning when their child is about 8 years old:

- Uneven shoulders
- Elevated hips
- Uneven waist
- Prominent shoulder blade or shoulder blades
- Leaning to one side

If any of these signs are observed, an appointment should be made with the child's family doctor, pediatrician, or orthopedic doctor for a comprehensive physical exam and possibly spinal x-rays.

Treatment

In planning treatment for each child, the doctor will carefully consider a variety of factors, including the history of scoliosis in the family, the age at which the curve began, the curve's location and severity of the curve.

Most spine curves in children with scoliosis will remain small and need only to be watched by a doctor for any sign of progression. If a curve does progress, an orthopedic brace can be used to prevent it from getting worse. Children undergoing treatment with orthopedic braces can continue to participate in the full range of physical and social activities.

If a scoliosis curve is severe when it is first seen, or if treatment with a brace does not control the curve, surgery may be necessary. In these cases, surgery has been found to be a highly effective and safe treatment.

Summary

Scoliosis is a common problem that usually requires only observation with repeated examination in the growing years. Early detection is important to make sure the curve does not progress. In the relatively small number of cases that need medical intervention, advances in modern orthopedic techniques have made scoliosis a highly manageable condition.

Reference: American Academy of Orthopedic Surgeons Online Service Patient Education Brochure: Scoliosis

HEALTH SERVICES AND REQUIREMENTS (JHC)

The Portsmouth City School Board may employ school nurses, physicians, physical therapists, occupational therapists and speech therapists who meet such standards as may be determined by the Board of Education. Subject to the approval of the local appropriating body, a local health department may provide personnel for health services for the school division. With the exception of school administrative personnel and employees who have the specific duty to deliver health-related services, no licensed instructional employee, instructional aide, or clerical employee shall be disciplined, placed on probation, or dismissed on the basis of such employee's refusal to (1) perform nonemergency health-related services for students or

(2) obtain training in the administration of insulin and glucagon. However, instructional aides and clerical employees may not refuse to dispense oral medications. For the purposes of this policy, "health-related services" means those activities which, when performed in a healthcare facility, must be delivered by or under the supervision of a licensed or certified professional.

Adopted: December 19, 1996 Revised: September 22, 2011 Revised: September 27, 2012 Legal Ref.: The Code of Virginia, 1950, as amended, § 22.1-274. Cross Refs.: EBBA First Aid/CPR Certified Personnel GCPD Professional Staff Discipline GCPF Suspension of Staff Members JHCA Physical Examinations of Students JHCB Student Immunizations JHCC Communicable Diseases JHCCA Blood Borne Contagious or Infectious Diseases JHCD Administering Medicines to Students

HEALTH SCREENINGS AND ASSESSMENTS OF STUDENTS (JHCG)

Through early intervention and treatment of health conditions, potential disabilities and negative educational impact may be reduced or avoided. A school-based screening program for the early detection of certain unrecognized health problems shall be operated as required by state and federal laws and regulations. Health screenings or assessments of students shall be administered by school health personnel and shall occur at grade levels designated by the school division. Screenings and assessments may include such areas as height, weight, vision, hearing, blood pressure. Nondiscriminatory observational and performance measures and instruments shall be employed in the screenings and assessments. Irregularities noted during the screenings shall be communicated to the student's parent(s) or guardian. Individual student screening results shall be maintained as confidential records and shall be available for review only by the student's parent(s) or guardian and such other individuals as may be permitted by law.

Adopted: March 20, 2003 Ref.: Code of Virginia, 1950, section 22.1-273 “No Child Left Behind Act of 2001” 20 U.S.C. sec. 6301, et seq.

MEDICATIONS AT SCHOOL (JHCD)

Medications Prescribed for Individual Students Employees of Portsmouth City School Board may give medication prescribed for individual students only pursuant to the written order of a physician, physician assistant, or nurse practitioner and with written permission from the student’s parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student. Nonprescription Medications Employees of Portsmouth City School Board may give nonprescription medication to students only with the written permission of the parent or guardian/ physician. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student. Self-Administration of Medication Self-administration of any medication with the exception of asthma medication and auto-injectable epinephrine, as discussed below, is prohibited for students in grades kindergarten through eight. Students in grades nine through twelve may be allowed to possess and self- administer non-prescription medicine when the following conditions are met:

- Written prescription for self-administration of specific non-prescription medication is on file with the school.
- The non-prescription medication is in the original container and appropriately labeled with the manufacturer's directions.
- The student's name is affixed to the container.
- The student possesses only the amount of non-prescription medicine needed for one school day/activity.

Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited. Permission to self-administer non-prescription medication may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct. Self-Administration of Asthma Medications and Auto-Injectable Epinephrine Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto- injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions are met:

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

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents. Epinephrine Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, any school nurse, School Board employee, employee of a local appropriating body or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine may possess epinephrine and administer it to any student believed to be having an anaphylactic reaction. The Division Superintendent shall develop a regulation for

administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.
Adopted: September 15, 2005 Revised: December 15, 2011 Revised: September 27, 2012 Revised: February 6, 201
Legal Ref.: The Code of Virginia, as amended, §§ 22.1-78, 22.1-274.2, 54.1-2952.2, 54.1-2957.02, 54.1-3408. Cross Ref.: EBBA First Aid/CPR Certified Personnel JFC-R Standards of Student Conduct JHCE Recommendation of Medication by School Personnel JO Student Records

Regulations for Medication Pickup

Purpose

To establish a clear and safe procedure for the pickup of student medication from Portsmouth Public Schools, ensuring the safety and well-being of students and compliance with state laws and school policies.

Definitions

1. **Medication:** Refers to both prescription and over-the-counter drugs that are administered to students during school hours.
2. **Authorized Pickup Person:** A parent, guardian, or other individuals authorized by the parent or guardian to pick up medication from the school.

Authorization and Identification

1. **Authorization Form:** Parents or guardians must complete an authorization form designating individuals permitted to pick up their child's medication. This form should be updated annually or as needed.
2. **Identification:** Authorized persons must present a valid photo ID (e.g., driver's license, state ID, passport) when picking up medication. School staff should verify the identity of the person picking up the medication against the authorized pickup list.

Pickup Procedures

1. **Notification:** Three to four (3-4) weeks prior to the end of the school year, the nurse will remind parents that **ALL** medications will need to be picked up by a parent or authorized representative. Parents or guardians should notify the school in advance of their intention to pick up the medication.
2. **Location and Timing:** Medication pickup should occur in the school's main office or designated health office. Pickup times should be arranged to minimize disruption to the school day, ideally outside of regular school hours.
3. **Documentation:** School staff must document each medication pickup, including the date, time, and the name of the person picking up the medication. The authorized person must sign a logbook or electronic system confirming receipt of the medication.

Special Circumstances

1. **Emergency Situations:** In cases of emergency, school staff may release medication to a person not listed on the authorization form if verbal permission is obtained from the parent or guardian and verified by another school staff member.
2. **Expired or Unclaimed Medication:** Schools should notify parents or guardians when medication is nearing expiration or when it is no longer needed. Unclaimed medication should be disposed of according to school policy and state regulations, with proper documentation of the disposal.

Compliance and Training

1. **Staff Training:** School personnel responsible for medication management must receive annual training on these regulations and proper medication handling procedures.
2. **Compliance:** Regular audits should be conducted to ensure compliance with these regulations. Non-compliance should be addressed promptly with appropriate corrective actions.

Review and Revision

These regulations should be reviewed annually and revised as necessary to ensure they remain current with state laws and best practices.

Eating Disorders Information Sheet

Opioid Antagonist Regulations

Administration of Opioid Antagonists

A. A dosage of opioid antagonist may be administered to any student, faculty, or staff member who is believed to be experiencing or about to experience a life-threatening opioid overdose by any trained Portsmouth Public Schools staff (includes school nurses, local health department employees working in a school, and other school board employees and contractors providing health services).

B. Administration shall be carried out in good faith and with reasonable care, consistent with the training received.

C. Following the administration of an opioid antagonist, emergency medical services (911) shall be contacted immediately.

D. The individual who administered the opioid antagonist shall remain with the person experiencing the overdose until emergency medical personnel arrive.

Code of Conduct Committee Members

Dr. William Brooks
Principal, New Directions Center

Mrs. Khrista Brownlee
Principal, Churchland Middle

Mrs. Kristine Castro,
Principal, Churchland Academy

Mr. Kendall Charity
Assistant Principal, Waters Middle

Mrs. Rosalyn Exum
Director of Elementary School Leadership

Dr. Angela Flowers
Director of Student Support Services

Dr. Jamel Gibson
Director of Secondary School Leadership

Dr. Timothy Johnson
Coordinator of Student Support Services

Mrs. Jac'Quail Jones
Coordinator of Student Engagement and Behavior Support

Dr. Heather Neal
Principal, Brighton Elementary

Dr. Kisha Parris
Assistant Principal, I.C. Norcom

Ms. Teesha Sanders,
Principal, I.C. Norcom High

Ms. Macall Underwood
Assistant Principal, Simonsdale Elementary

Ms. Christina Willis
Assistant Principal Churchland High

PORTSMOUTH

PUBLIC SCHOOLS

SHINING BRIGHTER TOGETHER

Handbook updated Summer 2026
Office of School Leadership
and the Code of Conduct Committee