

Hampton City Schools

2023 - 2024

STUDENTS' RIGHTS AND RESPONSIBILITIES CODE OF CONDUCT

Mission

In collaboration with our community, Hampton City Schools ensures academic excellence for every child, every day, whatever it takes.

Vision

Hampton City Schools: the first choice for success for every student.

Core Values

We believe that the developmental needs of children are central to every aspect of the operation of Hampton City Schools and that all interactions with our stakeholders must be governed by our core values—integrity, responsibility, innovation, excellence, and professionalism.

This Belongs to:

NAME _____

SCHOOL _____

EMAIL _____



STUDENTS' RIGHTS and RESPONSIBILITIES

It is important that all students attending Hampton City Schools recognize that schools are built and operated for their benefit. Schools serve to provide students with appropriate and useful educational opportunities. An integral part of this concept is that students share responsibility for the maintenance of a sound, enjoyable educational climate within their schools. Every student has the right to an opportunity to learn in an environment, which is safe, clean, peaceful, and well organized. Each student must also recognize that he/she has a responsibility to ensure that his/her actions do not deprive others of the same opportunity. Students have the responsibility to share school activities, school communications, and concerns with parents daily. The guidelines provided herein will help all students understand and protect their rights. (Legal authorization: *Code of Virginia*, 1950, as amended. § 22.1-253.13:7)

JURISDICTION OF THE SCHOOL BOARD

It is important that all students understand that Hampton City Schools are built to give them the best education possible in clean, safe, and peaceful buildings. All students must do their part to keep the schools clean, safe, and peaceful so that they and others may continue to learn and grow. This handbook is prepared to help students and their parents/guardians understand the expectations of the Division.

The rules defined in this handbook will apply to students on all school property, and at all school activities and functions, including, but not limited to, field trips, conferences, virtual learning platforms (any digital learning experiences governed or facilitated by school personnel), homebound instruction, alternative placements, athletic events, and competitions. The rules outlined in this handbook apply to students going directly to school or to the bus stop, coming directly from school or from the bus stop, at the bus stop and on the bus. Going to or coming from school does not include travel in a personal vehicle or mode of transportation before entering or after leaving school property. Summer school students must adhere to the rules as outlined in the Students' Rights and Responsibilities Handbook. Failure to do so will result in disciplinary actions. (Legal authorization: *Code of Virginia*, 1950, as amended. § 22.1-78)

Students' Rights and Responsibilities School Board Policy

HCS does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity, disability, age, ancestry, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information, or other characteristic protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

*Robbin G. Ruth, Executive Director, Human Resources, One Franklin Street, Hampton, VA 23669
757-727-2300.*

FOR MORE INFORMATION

Hampton City Schools Administrative Center
One Franklin Street, Hampton, VA 23669 - 3570
Phone (757) 727 - 2000

Superintendent	727-2030
Deputy Superintendent for Curriculum & Instruction PreK-12	727-2130
Chief Operations Officer	727-2340
Executive Director of Public Relations and Marketing	727-2011
Chief of Elementary School Leadership & Federal Programs	727-2123
Chief of Secondary School Leadership	727-2006
Director of Community & Legislative Relations	727-2423
Executive Director of Human Resources	727-2300
Academic Advancement & Enrichment (Gifted)	727-2160
Alternative & Adult Ed.	727-1327
Athletics	727-2014
Business & Finance	727-2330
Career & Technical Education	727-2466
Early Childhood	727-2448
ESL (English as Second Language)	727-2483
Food & Nutrition Services	727-2350
Health Services	727-2363
Homebound Instruction	727-2152
International Baccalaureate	896-5745
Psychological Services	727-2450
Records	727-2230
Student Development and Counseling	727-2760
School-Court Liaison	727-2135
School Social Work Services	727-2440
Security Supervisor	727-2137
Special Education	727-2400
Student Services	727-2135
Testing	727-2232
Title I	727-2090
Transportation	727-1079

DIRECTORY OF SCHOOLS

Elementary Schools (K-5)

Aberdeen	1424 Aberdeen Road, 23666	(757) 825-4624
Armstrong School for the Arts	3401 Matoaka Road, 23661	(757) 727-1067
Francis Asbury	140 Beach Road, 23664	(757) 850-5075
Barron	45 Fox Hill Road, 23669	(757) 850-5100
Andrew W.E. Bassette	671 Bell Street, 23661	(757) 727-1071
Albert W. Patrick, III	160 Apollo Drive, 23669	(757) 850-5096
Jane H. Bryan	1021 North Mallory Street, 23663	(757) 727-1056
Paul Burbank	40 Tidemill Lane, 23666	(757) 825-4642
Mary T. Christian	2009 Andrews Boulevard, 23663	(757) 850-5092
William Mason Cooper	200 Marcella Road, 23666	(757) 825-4645
Alfred S. Forrest	1406 Todds Lane, 23666	(757) 825-4627
Christopher Kraft	600 Concord Drive, 23666	(757) 825-4634
Samuel P. Langley	16 Rockwell Road, 23669	(757) 850-5105
Luther W. Machen	20 Sacramento Drive, 23666	(757) 727-2900
Phillips	703 Lemaster Drive, 23669	(757) 850-5079
Captain John Smith	379 Woodland Road, 23669	(757) 850-5088
Mary W. Jackson	113 Wellington Drive, 23666	(757) 825-4641
Mary S. Peake	57 Salina Street, 23669	(757) 727-1075

PreK-8 Schools

Hunter B. Andrews	3120 Victoria Blvd, 23661	(757) 268-3333
George P. Phenix	1061 Big Bethel Road, 23666	(757) 268-3500

Middle Schools (6-8)

Thomas Eaton	2108 Cunningham Drive, 23666	(757) 825-4540
Francis W. Jones	1819 Nickerson Blvd., 23663	(757) 850-7900
C. Alton Lindsay	1636 Briarfield Road, 23661	(757) 825-4560
Benjamin Syms	170 Fox Hill Road, 23669	(757) 850-5050
Cesar Tarrant	1435 Todds Lane, 23666	(757) 825-4520

High Schools (9-12)

Bethel	1067 Big Bethel Road, 23666	(757) 825-4400
Hampton	1491 West Queen Street, 23669	(757) 825-4430
Kecoughtan	522 Woodland Road, 23669	(757) 850-5000
Phoebus	100 Ireland Street, 23663	(757) 727-1000

Special Programs

Bridgeport Academy	1646 Briarfield Road, 23661	(757) 727-1225
Moton Early Childhood Center	339 Old Buckroe Road, 23663	(757) 727-1061
Ann H. Kilgore Gifted Center	339 Woodland Road, 23669	(757) 850-5032
The Adult & Alternative Learning Center	1646 Briarfield Road, 23661	(757) 727-1327

CALENDAR 2023 - 2024



2023-2024 CALENDAR

AUGUST

August 7-10, 14-15 **New Teacher Orientation**
August 16-18, 21-24... **Pre-Service Days***
August 25 **Teachers Do Not Report**
August 28 **First Day of School - All Students Report**

SEPTEMBER

September 1 **Schools & Offices Closed**
September 4 **Labor Day (Schools & Offices Closed)**

OCTOBER

October 3 **Progress Reports**
October 6 **Early Dismissal***

NOVEMBER

November 6 **End of First Grading Quarter
Early Release***
November 7 **Election Day/Professional Development Day
(Students Do Not Report)**
November 14 **Report Cards**
Nov. 22-24 **Thanksgiving Break (Schools & Offices Closed)**

DECEMBER

December 12 **Progress Reports**
December 18-29 **Winter Break
(Students & Teachers Do Not Report)**
December 18-19 **12 Month Employees Report**

JANUARY

January 1-2 **Winter Break (Schools & Offices Closed)**
January 3 **Schools & Offices Reopen**
January 15 **Dr. Martin Luther King, Jr. Day
(Schools & Offices Closed)**
January 19, 22-24 **High School Exam Schedule**
January 24 **End of First Semester**
January 25 **Teacher Unencumbered Work Day
(Students Do Not Report)**
January 26 **Regional Professional Development Day
(Students Do Not Report)**
January 29 **Second Semester Begins**

FEBRUARY

February 6 **Report Cards**
February 16 **Early Release***
February 19 **Presidents' Day (Schools & Offices Closed)**
February 29 **Progress Reports**

MARCH

March 1 **Early Dismissal***
March 29 **End of Third Grading Quarter**
March 29 **Early Close***

APRIL

April 1-5 **Spring Break (Only 12 Month Employees Report)**
April 19 **Report Cards**

MAY

May 8 **Progress Reports**
May 24 **Early Close***
May 27 **Memorial Day (Schools & Offices Closed)**

JUNE

June 7, 10-12 **Early Release***
High School Exam Schedule
June 12 **Last Day for Students**
June 13 **Teacher Work Day**
June 13 **KHS Graduation, 7:00 p.m.**
June 14 **BHS Graduation, 7:00 p.m.**
June 15 **HHS Graduation, 9:00 a.m.
PHS Graduation, 1:30 p.m.**
June 19 **Juneteenth (Schools & Offices Closed)**

* **Pre-Service Days** - These are designated as .5 for principal mtg/.5 day for SLP/1 day divisionwide PD/.5 day content training/4.5 days unencumbered teacher work time.

* **Early Release** - Elementary/Middle only - 2 hours before regular dismissal - This is for teacher's unencumbered work time/180 day school-based employees stay for professional development.

* **Early Close** - 2 hours before regular dismissal time - applies to students and staff (divisionwide).

* **Early Dismissal** - ES, MS, HS students leave 2 hours early; all staff normal hours with afternoon PD.

Inclement Weather - This calendar includes one "banked student instructional day" for inclement weather. Additional days missed beyond those included in the calendar will be made up at the superintendent's discretion.

HCS does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Robbin G. Ruth, Executive Director, Human Resources, One Franklin Street, Hampton, VA 23669 757-727-2000.



Hampton City Schools Documentation of Rights and Responsibilities Handbook Review

(Legal authorization: Code of Virginia, 1950, as amended; Section 22.1-279.3)

Name: _____ School Year: _____

School: _____ Grade: _____ Room: _____

Teacher: _____ Date of Review: _____

This is to acknowledge that I have received a copy of the Students' Rights and Responsibilities Handbook and that I have read, or had the book read to me, and discussed the information. This also acknowledges that I took part in a class review of the contents of the handbook and that I had a chance to ask questions about anything that I did not understand. I understand that all rules in this handbook apply to students for all school-related learning experiences (in-person, virtual, or hybrid), going to and coming from school, on the bus, and at all school activities and events. In signing this document I agree to follow the rules and regulations. I further acknowledge that I have taken this handbook home to review with my parent/guardian.

(Student's Signature)

(Date)

I have read the Hampton City Schools Students' Rights and Responsibilities Handbook and agree to discuss it periodically with my child. I realize that I may contact the school for any assistance in understanding the rules and regulations. I understand that additional copies of the handbook are available at any school.

I agree to support the rules and regulations in the handbook.

(Parent/Guardian's Signature)

(Date)

(A copy of signed documentation shall be retained in the student's folder.)



Mediation Agreement Peace Pledge

Student: _____ Date: _____

School: _____ Grade: _____

I understand that conflict is a natural part of human growth and development and that conflicts must be resolved for progress and growth to occur. I realize that conflict should not be resolved through violent verbal or physical confrontations. I understand that there are peaceful means for resolving conflict. I understand that I must do my part to make my school a safe and peaceful place to learn and develop. I understand that Hampton City Schools is committed to providing a safe and orderly environment where all students learn. I care about myself, my school and my community. I have read the Students' Rights and Responsibilities Handbook and know what is expected of me. Therefore, I pledge to use peaceful means for resolving conflict. I will discuss my problems with my parents, teachers, counselor or Principal and I will use conflict resolution skills that I have been taught. I will ask for help with conflict mediation when conflicts or situations arise. I promise to resolve my problems peacefully.

(Student's Signature)

(Date)

(Parent/Guardian's Signature)

(Date)


(A copy of signed documentation shall be retained in the student's folder.)

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STUDENT SAFETY and PRIVACY


SAFETY INITIATIVES




HCS SAFETY INITIATIVES

HCS EMERGENCY PLAN

The safety of the school environment where your children spend much of their day is a top priority for us. In the event an emergency takes place during the time your children are in school, please know that our schools provide a very safe environment. Therefore it is important that you follow these guidelines:



1. Ensure your own safety.
2. Your children will be “sheltered in place”, no need to come to school.
3. Do not call the school as this ties up the lines.
4. Tune in to the local radio and television stations for information.
The HCS InfoLine (727-2000), our cable television station WHCS Channel 46, and our HCS website (www.hampton.k12.va.us) will be activated for communication.
5. You will receive information from the external media outlets, as well as the HCS InfoLine, our website, and Channel 46 regarding the place and time you will be reunited with your child.



To find out more about school lockdowns, sheltering in place, and reunification procedures, please review the “School Emergency Guide” located on our website at www.hampton.k12.va.us.

Raptor Visitor Management System

The Raptor System is utilized at all school buildings, and will provide a consistent means for tracking visitors and volunteers across the district. The system is an additional measure to help schools provide a safe and secure environment for students, staff, and visitors. The system allows school administrators and security personnel to track individuals (beyond students and staff) attempting to gain access to the school building, including volunteers who routinely visit the school. The system tracks all registered sex offenders in the United States and sends an alert to the School Resources Officer, Security Supervisor, and Lead Security Officer if a registered sex offender attempts to gain entry into a school building.

SafeSchools Alert Tip Reporting Service

Safety is one of Hampton City School top priorities. Collaboration helps to make our school community a safer place to work and learn. SafeSchools Alert is a tip reporting system that allows students, staff, and parents to submit safety concerns to school/division administration in five (5) different ways. Individuals can report tips on bullying, harassment, drugs, vandalism or any safety issue (see visual on page 2). Tips may be submitted anonymously.

1. App: Search for “SafeSchools Alert” in the App Store to download for free. Submit alert.
2. Phone: **757.504.0921** - Call to report a tip.
3. Text: **757.504.0921** - Text your tip.
4. Email: **1477@alert1.us** - Send tips via email.
5. Online: **<http://1477.alert1.us>** - Submit tips online.

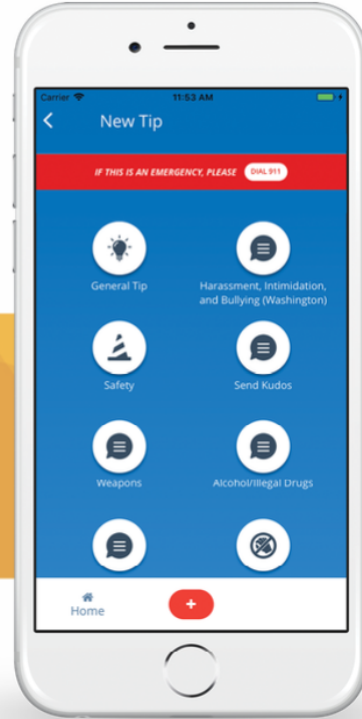


SafeSchools
Alert

Hampton City Schools

Report It

SafeSchools Alert is our district's tip reporting service. If you have information about a threat to our safety, do your part and report it! And remember, you can remain anonymous.



SUBMIT USING OUR APP



FOR EMERGENCIES, PLEASE CALL 911

EASY WAYS TO REPORT



Visit the website
<http://1477.alert1.us>



Email your Tip to
1477@alert1.us



Call to report your tip
757.504.0921



Text your Tip to
757.504.0921

REPORT ON:

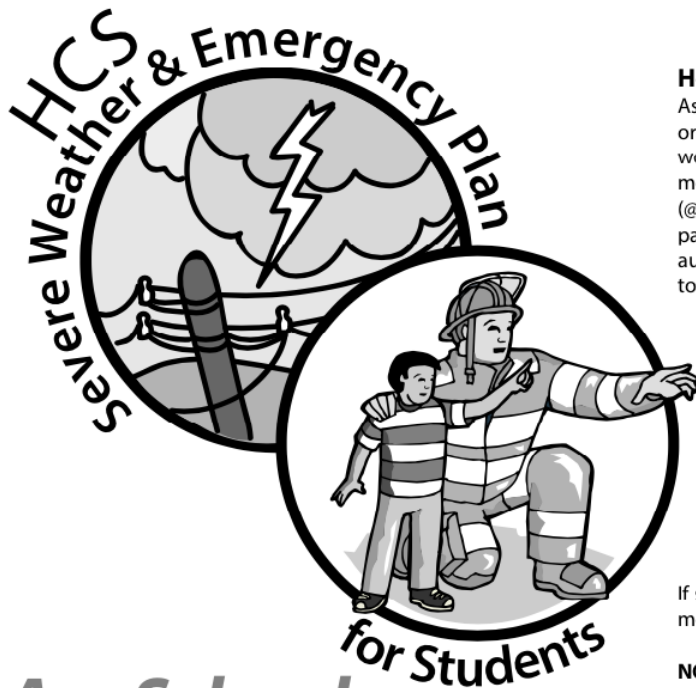
- BULLYING
- INTIMIDATION
- HARASSMENT
- WEAPONS
- DRUGS
- OTHER



Our District Code is: 1477

All tips submitted are taken seriously and will be acted upon. Please be responsible with your submissions.

SEVERE WEATHER PLAN



Are Schools... Closing? Opening Late? Dismissing Early?

Closing/Delaying school due to severe weather or emergencies

One of the major concerns of parents is what happens when schools are delayed or closed due to severe weather (snow, ice, flooding, hurricanes, etc.) or emergencies. The Hampton School Division has an Emergency Dismissal Plan which is immediately activated when severe weather threatens or an emergency is present.

How is the decision made to close schools?

When severe weather is forecast, representatives from the HCS Transportation Department road-test major thoroughfares and side streets across the city beginning at approximately 4 a.m. Input regarding road conditions is also obtained from the Hampton Police Department, and weather updates are monitored constantly.

Who makes the decision to close schools?

The Superintendent of Hampton City Schools makes this decision after receiving data and recommendations from the Director of School Transportation. The goal is to make a decision prior to 5 a.m. However, the timing and severity of the weather can impact this decision. Should we experience severe weather during the evening hours, the goal is to reach a decision about school closing in time to be announced on the 11 p.m. television news.

How does the public learn about the decision?

As soon as a decision has been reached regarding school delays or closings, our communications staff goes to work to get the word out to the community. Information will be placed on social media. Follow us on Twitter (@HamptonCSchools), Facebook (@HamptonCSchools), and Instagram (Hampton_city_schools) page. Our telephone emergency messaging system will automatically dial the telephone numbers the division has on file to inform parents and staff.

In addition, our PEG-TV cable station will broadcast the message continuously across its screen on Cox Channel 46 and FIOS Channel 20, and the message will be placed on our school division's website (www.hampton.k12.va.us). Information may also be obtained via the HCS switchboard, which can be accessed by calling 727-2000.

We also notify local television stations and the local newspaper of any closings or delays.

If school is delayed rather than closed, we will follow up with more communication as needed if the weather changes.

NOTE: PLEASE do not call the individual schools, as this will simply tie up telephone lines.

What if weather worsens while school is in session?

Sometimes after the decision has been made to open schools, we may find that the weather has taken a turn for the worse. If weather conditions worsen while students are in school, our emergency messaging system will notify parents/guardians by telephone directly of the school division's plans. In addition, the media will be informed of those plans. However, we have found that since many of our schools are designated as city shelters, school is often the safest place for students to be until regular dismissal time. We urge parents to have a contingency plan developed for their child should an emergency develop and we have to institute an early dismissal.

What About Hurricanes?

Hurricane season begins June 1 and lasts until November 30, with our peak period being August and September. If a hurricane should threaten our area, the school division will be given specific direction by the City of Hampton's Emergency Management Office. Of course, this information will be widely disseminated via the local media and school division publicity avenues.

HAMPTON
City Schools

LEARNING ENVIRONMENT

Students have the right to safe and orderly school and learning environments (in-person and virtual) which will ensure the opportunity for optimum learning for all students. Students have the responsibility to ensure their actions do not disrupt school and classroom environments. Students who participate in school activities do so in an equally responsible manner. (This responsibility applies to ALL school activities.)

PEACEFUL ASSEMBLY

Students have the right of peaceful assembly in school facilities during school hours as long as there is no conflict with the school's operation or activities. Arrangements for the use of school facilities must meet with the approval of the building administrator/designee and conform to existing School Board policy.

FREEDOM FROM DISCRIMINATION (HCS Policy JB)

Equal educational opportunities will be available for all students, without regard to race, color, religion, national origin, sex, sexual orientation, gender, gender identity, disability, age, ancestry, marital status, pregnancy, childbirth or related medical conditions, military status, genetic information, or other characteristic protected by law hereinafter referred to as "protected group status:

No student, on the basis of protected group status, will be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage or denied equal access to educational and extracurricular programs and activities.

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 Executive Director of Human Resources, Hampton City Schools, One Franklin Street, Hampton, VA 23669.

SECTION 504

Section 504 of the Rehabilitation Act of 1973, as amended, is designed to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. This act requires that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities (e.g., self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, operation of a major bodily function, and communicating) shall be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity offered by Hampton City Schools. To have a student reviewed under this law, contact: Director of Special Education, One Franklin Street, Hampton, VA, 23669.

PLEDGE OF ALLEGIANCE (HCS Policy IND)

The Pledge of Allegiance is recited daily in each classroom and at school activities. During the recitation of the Pledge of Allegiance, students will stand while facing the flag with their right hand over their hearts, or in an appropriate salute if in uniform.

No student is compelled to recite the Pledge of Allegiance, if the student; the student's parent(s), or legal guardian, objects on religious, philosophical or other grounds to the student's participation in this exercise. Students who are exempt from reciting the Pledge of Allegiance will stand or sit quietly while others recite the Pledge and make no display that disrupts or distracts those who are reciting the Pledge.

MINUTE OF SILENCE (HCS Policy IND)

Under the direction of teachers, each student will begin each day with one minute of silence. Students will remain seated or still and silent and make no distracting display that will interfere with others during this time.

PARENTAL RESPONSIBILITY (HCS Policy IKADB)

***The term “Parent” is used in this handbook to include natural parent, parent by legal adoption, legal guardian, or court-appointed guardian.** Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights. The School Board will provide opportunities for parental and community involvement in every school in the Division.

This document contains expectations for parents concerning student attendance, discipline and expression. Parents are expected to review the handbook with the student, sign and return to the student’s school the accompanying documentation which is a statement acknowledging the receipt of the School Board’s standards of student conduct and the notice requirements (located in the front of this handbook). Each school will maintain records of such signed statements. By signing the statement of receipt, parents will not be deemed to waive, but to expressly reserve their rights protected by the constitution or laws of the United States or the Commonwealth and that a parent will have the right to express disagreement with a school’s or School Division’s policies or decisions.

The building administrator/designee may request the student’s parent to meet with the building administrator/designee to review the School Board’s standards of student conduct and the parent’s responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the student’s behavior and educational progress. (§ 22.1-279.3)

This Rights and Responsibilities Handbook is available to view or download from the HCS website at: http://www.hampton.k12.va.us/students/rights_response.php. Requests for a print copy can be made by contacting the Office of Student Services (757) 727-2135, One Franklin Street, Hampton, VA 23669.

School Board policies are available online at:

<https://go.boarddocs.com/vsba/hampton/Board.nsf/Public>. Hard copies of School Board policies are available in the office of the Clerk of the Board, One Franklin Street, Hampton, VA 23669.

Parental Participation in School Activities (HCS Policy IKADA)

Unless a court order has been issued to the contrary, the non-custodial parent of a student enrolled in a public school will not be denied the opportunity to participate in any of the student’s school activities in which participation is supported or encouraged by the Division. These activities include, but are not limited to, special in-school programs, parent-teacher conferences and meetings, and extracurricular activities. It is the responsibility of the custodial parent to provide copies of the most current court orders to school personnel. (§ 22.1-4.3)

All parents must assume responsibility for bringing and picking up students at the appropriate time for school and school activities. When parents bring students to activities too early or fail to pick up students at the designated time, and all attempts to reach parents have been exhausted, schools may reach out to the Hampton Police Department (School Resource Officer) and/or the Department of Human Services for assistance to ensure student safety.

RELEASE OF STUDENTS (HCS Policy JEDB)

Students will only be released to those persons approved by the parent(s) and listed on the Student Data Verification Form, unless additional written documentation is presented to the building administrator/designee. Picture ID is required to validate the identity of the person picking up the student prior to releasing any student to anyone. For safety reasons, students may not be dismissed from school during the last twenty (20) minutes of the

school day except in an emergency. Parents are requested to notify the school the morning of the day an early dismissal will be needed. In the event that the request cannot be verified, the student will not be released.

STUDENT SURVEYS

When participation may subsequently result in the sale of personal information for commercial purposes, regarding the individual student, no questionnaires or surveys are to be completed by students during the regular school day or at school-sponsored events without the written, informed parental consent for the student's participation in such questionnaires or surveys.

Protection of Pupil Rights Amendment: Hampton City Schools surveys students about school climate and other influences on their learning experiences. As a rule, the Division does not conduct surveys about sensitive topics such as religious or political preferences, the use of alcohol or other drugs, or illegal conduct. If any survey which contains such topics is planned, parents will receive written notice in advance and must give permission prior to a student's participation.

DISTRIBUTION OF PRINTED MATERIALS (HCS Policy KF)

The School Board seeks to minimize intrusions on the time of students, families and employees by communications from sources other than the school division. The Superintendent/designee must approve, in advance, any materials sought to be distributed or made available by non-school organizations, including parent-teacher organizations and booster clubs. Approval will be granted for materials regarding activities related to the educational mission of the Hampton School Division.

Materials from nonprofit community organizations approved for distribution must clearly indicate their source and must include the following statement: "These materials and the activity described herein, are not sponsored or endorsed by the Hampton City School Board." This requirement will not apply when Hampton City Schools is a collaborative co-sponsor.

Approval will not be given for materials which are likely to cause substantial disruption of, or a material interference with, school activities; endorse or encourage the use of alcohol, tobacco, electronic cigarettes or any illegal substance or action; endorse or encourage any violation of the HCS Code of Student Conduct; or are obscene, pornographic, or defamatory.

The Superintendent/designee, by regulation, will establish the time, place, and manner of distribution of approved materials.

STUDENT FEES, FINES AND CHARGES (HCS Policy JN)

The School Board charges student fees and takes action to recover funds for the loss of or damage to School Board property in accordance with state and federal law. A list of all fees is provided on the Division website or in hard copy upon request.

STUDENT RECORDS and FERPA (HCS Policy JO)

The School Board of the City of Hampton will maintain accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws.

The Superintendent and/or designee(s) is responsible for the collection of data, record maintenance and security, access to and use of records, confidentiality of personally identifiable information, dissemination of information from records, and destruction of records, including the destruction of personally identifiable information regarding a student with a disability at the request of the parents. The Superintendent and/or designee also provides for notification to all Division personnel of policy and procedures for management of education records and notification to parents and students of their rights regarding student records, including the right to obtain, upon

request, a copy of this policy. Upon request, the Division will provide parents a list of the types and locations of educational records collected and maintained on their students.

Annual Notification (HCS Policy JO)

The Division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including:

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

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information (HCS Policy JO)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Hampton City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Hampton City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the Division to the contrary in accordance with Division procedures. The primary purpose of directory information is to allow Hampton City Schools to include this type of information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories--names, addresses and telephone listings--unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a parent/guardian does not want his/her child photographed, videotaped and/or audiotaped during school-sponsored activities and/or learning experiences, or does not want his/her child's intellectual property published, produced and/or displayed, he/she must opt out.

If a parent/guardian does not want Hampton City Schools to disclose directory information from his/her child's education records without prior written consent, the parent must notify the Director of School Counseling, One

Franklin Street, Hampton, VA 23669, within thirty (30) days of the beginning of the school year or within thirty (30) days of enrolling in school.

Hampton City Schools has designated the following information as directory information:

- Student's name
- Address (with written consent*)
- Telephone listing (with written consent*)
- Date and place of birth
- Major field of study
- Participation in officially recognized activities, sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- Grade level
- Dates of attendance

No school discloses the address or telephone number of a student pursuant to 34 C.F.R. § 99.31(a)(11) or the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. See SBO Form 55 Important Information Regarding Student Directory Information on page 9 of this handbook.

STUDENT INTERNET INCLUSION

In an effort to promote Hampton City Schools, its students and its programs, student photos and/or their names and schools may appear on the Division's official Internet sites. This will be done with the review of the building administrator/designee and/or the Office of Public Relations and Marketing. If parents wish to limit this inclusion, they should notify the building administrator/designee in writing within thirty (30) days after the beginning of the school year or within thirty (30) days of a student enrolling in school.

MEDIA ACCESS TO STUDENTS

Frequently, schools invite the media to attend and cover school-related activities and programs. Still and video camera pictures may be taken and students interviewed with the permission and supervision of the school administration. Student photos and names may be used in these instances unless parents notify the school in writing, to the contrary, within thirty (30) days after the beginning of the school year or within thirty (30) days of a student enrolling in school. All access to students by the media will be by approval of the building administrator/designee.



Hampton City Schools

**Important Information Regarding Student Directory Information
Parent/Guardian Permission Needed**

After reading the information on this form be sure to visit the Parent Portal to complete the needed information or complete this form and return it to your child's school.

Directory Information

Directory Information is information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes information such as the student's name, address, telephone listing, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information does **not** include the student's social security number.

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Hampton City Schools (HCS), with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a child's education records. However, Hampton City Schools may disclose appropriately designated "directory information" without written consent, unless advised by the parent to the contrary in accordance with Division procedures.* The primary purpose of directory information is to allow Hampton City Schools to include this type of information from a child's education records in certain school publications. Examples include:

1. A playbill, showing the student's role in a drama production
2. The annual yearbook
3. Honor roll or other recognition lists
4. Graduation programs
5. Sports activity sheets, such as for wrestling, showing weight and height of team members

IMPORTANT: Virginia law now requires school divisions to obtain permission from parents/guardians in order to release student addresses and phone numbers to outside persons and entities, even though this is designated as directory information. From time to time, HCS receives requests for certain student directory information from outside persons and entities. Examples include requests for student addresses to mail home award recognitions (e.g., 200+ Men Foundation), congratulatory letters from local legislators, information from external organizations with whom Hampton City Schools has contractual agreements (e.g., yearbook, class rings, senior photos), information regarding city-sponsored programs, and information about scholarship opportunities. Please note that school systems are required to provide military recruiters and institutions of higher education with secondary students' names, addresses, and telephone listings upon request. In the past, Hampton City Schools released this directory information after carefully reviewing each request.

In order for your child not to miss an opportunity listed above, visit the Parent Portal and log in to your account, select the Directory Information icon on the left, select "yes" permitting release of your child's address and phone number, and click submit. Information on how to set up your Parent Portal Account can be found at <http://www.hampton.k12.va.us/parents/parentportal/parentportal.html>. Or please complete the section below and return this form to your child's school. This form does not need to be completed annually. Permission is good for the duration of your student's academic career with Hampton City Schools.

I give permission for Hampton City Schools, upon their careful review and approval, to release my child's address and/or phone number to an outside person and/or entity.

School Name: _____	Date: _____
Student Name (<i>Print name</i>): _____	Grade: _____
Student ID Number: _____	Date of Birth: _____
Parent/Guardian Name (<i>Print name</i>): _____	
Parent/Guardian Signature: _____	

* Please note that if a parent/guardian does not want any of his/her child's directory information released; or his/her child photographed, videotaped and/or audiotaped during school sponsored activities and/or learning experiences; or does not want his/her child's intellectual property published, produced and/or displayed, he/she must opt out by notifying the Director of School Counseling in writing to One Franklin Street, Hampton, VA 23669, within thirty (30) days of the beginning of the school year or within thirty (30) days of enrolling in school.

MILITARY RECRUITERS

Pursuant to Standard 1 of the Standards of Quality (Chapter 13.2 [§ 22.1-253.13:1 et seq.] of Title 22.1), all School Boards are required to implement career and technical education programs promoting knowledge of careers and various employment opportunities, including, but not limited to, military careers. Therefore, any School Board that provides access to one or more of its high schools and contact with such high school's student body or other contact with its high school students during a school or Division-sponsored activity whether conducted on School Board property or other property to persons or groups for occupational, professional or educational recruitment will provide equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

VISITORS TO THE SCHOOLS (HCS Policy KK)

Authorized visitors are welcome in the schools. The Division expects mutual respect, civility, and orderly conduct from all individuals on school property and at school events. Unauthorized persons, including suspended and expelled students, will be requested to leave school grounds by the building administrator/designee.

Upon arriving at a school, all visitors must adhere to the following:

- Report to the designated office, produce proper identification and sign in to secure a visitor's pass.
- In times of potential health risk or when access to school buildings and offices is modified, visitors will be required to complete a health screening prior to being admitted to the school building or office.
- Display the visitor's pass throughout the visit. (Visitor's passes are good for one day only).
- Visit only the designated areas, students or personnel.
- Limit animals to service animals assisting visitors only.
- Return the visitor's pass at the end of the visit.

SEX OFFENDER REGISTRY NOTIFICATION (HCS Policy KN)

Each school in the division registers with the Department of State Police to receive electronic notice of the registration, reregistration, or verification of registration information of any person required to register with the Sex Offender and Crimes Against Minors Registry within the division. The superintendent/designee establishes procedures regarding the use and distribution of information received from the Registry. Information received from the Registry may not be used to intimidate or harass. This searchable database may be accessed through the Hampton City Schools website (Department of Student Services page) or go to: <http://sex-offender.vsp.virginia.gov/sor/index.html> .

UNSAFE SCHOOL CHOICE OPTION

As stated in § 22.1-3.3 of the *Code of Virginia*, whenever any student has been the victim of any crime against the person pursuant to Chapter 4 (18.2-30 et seq.) of Title 18.2, and such crime was committed by another student attending classes in the school, or by any employee of the School Board, or by a volunteer, contract worker or other person who regularly performs services in the school or if the crime was committed on school property or on any school bus owned or operated by the School Division, the student upon whom the crime was committed, will, upon written request from the student's parent, or the student, if such student is an emancipated minor, be permitted by the relevant School Board to transfer to another comparable school within the School Division, if available. Any transportation services for such students will be provided in accordance with School Board policies.

STUDENT ATTENDANCE

ATTENDANCE POLICIES (HCS Policy JEA and JED)

With the help of the community, regular school attendance affords every student the opportunity to learn, build self-esteem, reinforce positive values, interact with others, and become a productive citizen. Questions relative to student attendance can be addressed by school staff or the Hampton City Schools Office of Student Services.

Virginia Law and Attendance

Attendance on a daily basis is a mandatory requirement of all students. The compulsory attendance law in the *Code of Virginia*, § 22.1-254, requires that all children who have reached their fifth birthday on or before September 30 and who have not yet reached their eighteenth birthday must attend school. This requirement does not apply to any child who has obtained a high school diploma, its equivalent, or a certificate of completion, or who is exempted pursuant to the provisions of the law.

Virginia law requires the local School Board to enforce the attendance provisions stated in the *Code* by appointing attendance designees to maintain accurate school attendance records. Hampton City Schools will enforce the Commonwealth's laws on attendance.

Attendance Expectations

Students are expected to attend school daily and on time. Absences and tardies will be addressed by a progression of individual interventions. Teachers are required to record class or daily attendance. Each student absence, for all or part of a school day, needs to be supported by a valid excuse.

Although there is no legal requirement for four-year-old children to attend school, it is very important for pre-kindergarten students to attend school with the same expectations as older children. When pre-kindergarten students are absent or tardy, they miss valuable academic instruction and learning to make them successful in kindergarten.

Subject to guidelines established by the Department of Education, each school board (i) shall permit one school day-long excused absence per school year for any middle school or high school student in the local school division who is absent from school to engage in a civic event and (ii) may permit additional excused absences for such students who are absent for such purpose. Local school boards may require that the student provide advance notice of the intended absence and require that the student provide documentation of participation in a civic event.

Absence Verification

The parent/guardian is requested to notify the school of the student's absence on the day of the absence. If the parent/guardian fails to do this, a reasonable effort will be made by the school to verify the absence by phone and/or email on the day of the absence. When an absence occurs, the parent/guardian is requested to provide the school written or oral verification explaining the reason for the absence within two school days of the student's return to school. Written verification should be signed by the parent/guardian and be accompanied by documentation from a physician when possible. If the absence is not approved by the building administrator/designee, the absence is unexcused.

Excused Absences

Excused absences are limited to illness (physical or mental health), chronic/extended illness, medical or dental appointments, building administrator/designee approved pre-arranged appointments, family death or emergencies, religious observances, exceptional circumstances, and suspensions. Documentation must be provided. Parents may write notes for up to five (5) absence occurrences per semester (e.g., a student is absent for three days due to minor illness. One parent note would cover those days and count for one occurrence). If the student has a chronic

illness, parents are asked to submit a [Chronic Illness Verification Form \(SBO Form 29\)](#). Copies of this form are available from the school nurse or online on the [Hampton City Schools Health Services website](#). The medical provider caring for the student's chronic illness must complete the form. Once completed, the parent must return the form to the school nurse. HCS requires the forms to be updated each school year by the medical provider. Students with serious medical and/or psychological conditions may be eligible for homebound instruction. (See eligibility requirements for homebound instruction.)

Unexcused Absences

Absences are classified as unexcused whenever a student fails to report to school or a class and no verification of that absence is provided by the parent/guardian to support the student's absence. Repeated absences due to minor illnesses without medical documentation may be considered unexcused. After five parent/guardian verified occurrences in a semester, additional absences may be considered unexcused without official written documentation from physicians, court, etc. Five (5) unexcused absences will result in a referral for truancy and the need for a Corrective Action Plan (CAP) to improve attendance. Additional unexcused absences following the development of a CAP will result in a referral to the multi-agency Truancy Response Team (TRT).

Excessive Absences/Chronic Absenteeism

School attendance is vital to academic achievement. The accrual of excessive absences having an effect on the academic performance of a student may result in failure. Virginia considers students who are absent 10% or more of the possible days enrolled as "Chronically Absent". Chronic absenteeism incorporates all absences: excused, unexcused, and suspensions.

Every effort will be made to determine the reason for excessive absenteeism and recommendations given for improving attendance. Schools will monitor student attendance and use proactive strategies to work with families, share the importance of attendance, and address the underlying problems that lead to absenteeism. Parents are encouraged to reach out to the school to share concerns or needs relative to attendance. Medical providers can help address health challenges. Transit and housing agencies can resolve other barriers. Volunteers from businesses and faith communities can mentor students and support families.

Exceptional/Extenuating Circumstances

Exceptional circumstances may include, but are not limited to, prearranged absences approved by the building administrator/designee, natural disasters, death in immediate family, and personal or family illness. The building administrator/designee may approve up to five (5) days of prearranged absences for situations in which an exemption from attendance appears to be in the best interests of a student and family. Requests for more than five (5) days must be endorsed and approved by the Student Services Department. Under exceptional circumstances the parent/guardian can request an administrative review of a student's attendance.

Multidisciplinary Team Approach To Truancy

The truancy reduction efforts of Hampton City Schools are a team approach. Services will be provided by Hampton City Schools and its community partners. These partners include:

- Hampton-Newport News Community Services Board (CSB)
- Hampton Police Division (HPD)
- Hampton Court Services Unit (CSU)
- Hampton Department of Human Services (DHS)
- Hampton Juvenile and Domestic Relations District Court (JDR)
- Hampton Healthy Families Partnership
- Truancy Response Team (TRT)
- Hampton Community Assessment Team (HCAT)

- Family Assessment and Planning Team (FAPT)

Parent/Guardian Notification

Hampton City Schools uses an automated mass notification system (ParentSquare) to enhance school-to-home communication. Division and school staff use the system to notify parents of school closings, emergencies, student attendance, grade reports, school events and activities via telephone and/or email. To ensure parents receive these messages, the school must have up-to-date contact information on file. Parents need to notify the school(s) if they move, change email addresses, or obtain new phone numbers to avoid missing any notification messages.

Responses to Unsatisfactory Attendance

"Truancy" means unexcused absence from school. A student displays truant behavior with a single unexcused absence from school. Multiple unexcused absences is considered "Chronic Truancy".

When a student is absent and the parent/guardian has not contacted the school offering an approved explanation for the absence, the designated school attendance designee will contact the parent/guardian to determine the explanation for the absence.

- a. On the third (3rd) absence when the parent/guardian has not contacted the school with an approved explanation for the absence, the designated school attendance designee will:
 - Contact the parent/guardian to determine the reason for the absence;
 - Refer the family to the Combating Chronic Absenteeism (CCA) team, School Social Worker, Family Engagement Specialist, school BASE worker, or the appropriate community agency.
 - Refer the family to the School Resource Officer (SRO);
 - Notify the Department of Human Services for consideration of those families receiving Temporary Assistance of Needy Families (TANF) grants.
- b. On the fifth (5th) absence when the parent/guardian has not contacted the school with an approved explanation for the absence, the designated school attendance designee will schedule the family to complete a Corrective Action Plan (CAP). Both the student and parent/guardian should be present for this meeting.
- c. On/after the sixth (6th) absence when the parent/guardian has not contacted the school with an approved explanation for the absence, within two (2) days the school will refer the family to the Truancy Response Team for a conference.
- d. On/after the tenth (10th) absence when the parent/guardian has not contacted the school with an approved explanation for the absence the school will submit a referral for the Student Services Department to complete an Affidavit of Compliance for a Child in Need of Supervision (CHINS) petition or request a warrant for Contributing to the Delinquency of a Minor against the parent/guardian as described in § 22.1-258 of the *Code of Virginia*.
- e. Fifteen (15) or more unexcused absences in a school year may result in retention.
- f. Fifteen (15) consecutive days of unverified absences in a school year will result in the student being withdrawn from the attendance roll in accordance with state regulations.

RESPONSES TO UNSATISFACTORY ATTENDANCE

CONCERN	RESPONSE
Student is absent and the parent/guardian does not contact the school with an approved explanation for the absence.	The school attendance designee contacts the parent/guardian to determine the explanation for the absence.
Third (3 rd) absence when the parent/guardian has not contacted the school with an approved explanation for the absence.	The school attendance designee: <ul style="list-style-type: none"> • Contacts the parent/guardian directly to determine the explanation for the absence(s); • Refers the family to the school’s Combating Chronic Absenteeism (CCA) team; School Social Worker, Family Engagement Specialist, school BASE worker, or the appropriate community agency based on the family's needs. • Refers the family to the School Resource Officer (SRO) if appropriate; • Notifies the Department of Human Services for consideration of those families receiving Temporary Assistance of Needy Families (TANF) grants.
Fifth (5 th) absence when the parent/guardian has not contacted the school with an approved explanation.	A school administrator works with the parent/family to develop a Corrective Action Plan (CAP).
Additional unexcused absences after the Corrective Action Plan (CAP) has been attempted or developed.	The school refers the family to the division level Truancy Response Team (TRT) for a conference.
Additional unexcused absences after the referral to the Truancy Response Team (TRT) has been attempted or developed.	The school refers the family to the Office of Student Services for continuous absences.
Tenth (10 th) absence when the parent/guardian has not contacted the school with an approved explanation.	The Office of Student Services files an Affidavit of Compliance for a Child in Need of Services (CHINS) petition or requests a warrant for Contributing to the Delinquency of a Minor against the parent/guardian.
Fifteen (15) unexcused absences	Excessive absences can impact student learning and may result in retention.
Fifteen (15) consecutive unverified absences	School will withdraw the student from the school roster.

Tardies/Early Dismissals

Students are expected to be on time to school, to all classes, and attend all classes in full. HCS discourages early dismissal from school except for required medical needs. Appointments should be made on student holidays, half days, or after school whenever possible. However, when this is not possible, written verification from the source provider (i.e. physician, dentist, therapist, court, FAPT, HCAT, etc.) is required upon the student’s return to school

for the time missed to be considered excused. Written notification from the parent/guardian must accompany all other tardies and/or early dismissals and may not qualify as excused. After five (5) written notes (per semester) from the parent/guardian, additional tardies/early dismissals may be considered unexcused without written excuses from physicians, court, etc.

For safety reasons, students may not be dismissed from school during the last twenty (20) minutes of the school day except in an emergency. The parent/guardian is requested to notify the school the morning of the day an early dismissal will be needed. The building administrator/designee may grant exceptions for documented medical conditions verified by a physician.

Responses to Unexcused Tardies To and Early Dismissals From School/Class

- On the third (3rd) unexcused tardy to/early dismissal from school, the building administrator/designee will give written notice to the parent/guardian.
- No later than the fifteenth (15th) unexcused tardy to or early dismissal from school, a school administrator/designee will contact the parent/guardian to review the attendance policy, solicit explanations for tardies/early dismissals, and offer appropriate services. If tardies/early dismissals remain unverified or non-medically related, the building administrator/designee may request a conference to complete a Corrective Action Plan (CAP) with the parent/guardian.
- In addition, the School Social Worker may be contacted at any point between the fifth (5th) and tenth (10th) occurrence if tardies/early dismissals indicate a student or family need.
- Excessive unexcused tardies may result in referrals to community service, detention, Saturday School.
- Tardies are cumulative for each class by semester at the secondary level. Consequences may apply.

Student Incentives For Good Attendance For Credit-bearing Courses With Final Exams

With parent/guardian approval, a student who maintains an 80% or higher average and who misses no more than two (2) days during a semester or a 90% or higher average and misses no more than three (3) days during a semester, may be exempt from the semester exam. Any student who is exempt may opt to take the semester exam without any adverse impact on the semester grade. **NOTE:** Any student who has been suspended during a semester will not be exempt from taking the semester exam for that semester regardless of the grade earned.

Any student absence resulting from the student's observance of a religious holiday will not be counted as an absence for the purpose of this policy, provided the parent/guardian of the student notifies the building administrator/designee in writing. The notification will specify: the date(s) of the absence(s); the name of the religious holiday; and that the absence is due to the exercise of the student's bona fide religious beliefs.

Suspension Of Student's Driver's License

In addition to any other consequences of unsatisfactory attendance, the building administrator/designee of any student under eighteen (18) years of age with ten (10) or more consecutive unexcused absences, may notify the Office of Student Services who will process the request to the Hampton Juvenile and Domestic Relations District Court (JDR) of the absences. The JDR Court may take action to suspend the student's driver's license

HERE! Attending to My Future

Students and parents will be required to read and sign a *HERE! Attending to My Future* Truancy and Chronic Absenteeism Prevention and Intervention Contract (see page 17) at the beginning of each school year to ensure they understand the expectations for school attendance, as well as the potential interventions and consequences of chronic absenteeism.

HAMPTON CITY SCHOOLS

HERE! Attending to My Future
Truancy and Chronic Absenteeism Prevention and Intervention Contract

Student: School: Grade: Teacher:

Regular school attendance is essential to academic, social, emotional, and behavioral growth. Schools will monitor student attendance and use proactive strategies to help families address the underlying problems that lead to absenteeism. Parents are encouraged to reach out to the school to share concerns or needs relative to attendance. Virginia defines "Truancy" as a single unexcused absence. The Compulsory Attendance law in the Code of Virginia, §22.1-254, requires all children attend school on a daily basis. Virginia considers a student "Chronically Absent" when his/her total absences exceed 10% of the total days he/she is enrolled. Attendance applies to face to face and virtual learning.

STUDENT COMMITMENT In order to ensure my academic success, I agree to obey the following:

- I will attend school everyday unless there is a valid reason for my absence (illness, court, emergency, pre-approved absence)
I will report to school on time, attend all classes according to my schedule and be ready to work each day.
I will cooperate with all individuals who are involved with my attendance and overall academic success.
I will follow all school rules so that I can safely remain in school.

The start time for my school is Dismissal time is Student Signature Date

Violation of any of the above expectations could result in one or more of the following:

- Referral to alternative instructional sessions
Parent conference
Referral to School-based Combating Chronic Absenteeism (CCA) Team/Administrator to develop a Corrective Action Plan (CAP)
Referral to school administrator and/or Targeted Student Interventions and Support Team (TSIS)
Referral to school social worker (based on specific family needs) and/or community agency (if applicable)
Referral to the district-level Truancy Response Team (TRT)
Referral to Hampton Juvenile and Domestic Relations District Court (J&DR)

PARENT VERIFICATION Please read and initial each statement below.

- I have read and understand the above expectations. I understand school attendance is important to my child's learning and success and know I am legally responsible for my child including his/her attendance.
I understand it is important for my child to be on time to school in order to participate in activities that set the stage for the day.
I understand the difference between excused absences, unexcused absences, tardies, and early dismissals.
I will provide documentation from healthcare personnel for medical, dental, and mental health appointments, OR court personnel for court appearances that result in an absence, tardy, or early dismissal for my student.
I will provide written or verbal excuses for all absences, tardies, and early dismissals. (Note: Five (5) personal notes maximum per semester).
I understand the steps the school will take to address truancy and chronic absenteeism including a referral to Hampton Juvenile and Domestic Relations District Court after the seventh (7th) unexcused absence.
I will communicate with the school nurse if my student is diagnosed with a chronic illness.
I understand if there are events or concerns in the home interfering with my child's school attendance I should seek assistance from my child's school counselor who can assist me with the appropriate services.
I agree to cooperate with school officials and community partners to ensure my child is present and prepared to learn each day.
If eligible, I understand I may lose my Temporary Assistance For Needy Families (TANF) if my child does not attend school as required by law.

Parent/Guardian Signature Date

LEARNFARE AGREEMENT AND TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) (HCS Policy JEH)

Hampton Department of Human Services and the Division will coordinate efforts to identify those students who are deemed truant and not in compliance with attendance requirements. When attendance problems are identified the local Department of Human Services and designated school personnel will develop a plan to address the student's truancy.

“Learnfare” is a Virginia Welfare Reform initiative which ties welfare payments to the school attendance of students (under the age of 18) who are TANF recipients. The program provides valuable assistance to School Divisions in their efforts to reduce truancy. Local Social Service Agencies are to jointly plan for implementation of the Learnfare requirements with Local School Divisions and to develop a plan for improving students' attendance at school when truancy is identified.

Notification: Hampton City Schools receives monthly updates of TANF recipients for school-age children, five (5) through seventeen (17) years of age. The information is maintained in a central database.

1. The HCS Information Technology Department notifies Hampton Human Services bi-weekly of all TANF recipients who have three (3) or more unexcused absences.
2. Upon receipt of information that a child is truant, Hampton Human Services will evaluate continued eligibility of the children identified in accordance with TANF policy and procedures.
3. In cases where a child is determined to be truant, Hampton Human Services will consult with designated school personnel to develop a case plan to address the truant child's needs and circumstances to achieve compliance.

MAKE-UP WORK (HCS Policy JED)

Students must make up work missed due to absences. Make-up work can be requested from the teacher while the student is absent, or as soon as the student returns to school. Each teacher will determine a reasonable due date for the assignment(s). In case of a prearranged absence, the class work is due on the day of return. Students are encouraged to make up work before returning to school. Parents or students can email the student's teachers, access assignments from Google Classroom, or request assignments and materials directly from the teacher upon the student's return. Please allow at least 24 hours notice to the teacher. Extenuating circumstances may be considered in extending the time for make-up. High school students with excessive absences can make up missed assignments by attending redemption attendance programs to redeem one clock hour for each clock hour missed. If work is not completed, it will result in a lower grade, failing grade, or denial of high school credits.

HOMEBOUND INSTRUCTION (HCS Policy JED)

Homebound instruction is designed to provide continuity of educational services between the classroom and home or health care facility for students whose medical needs, both physical and psychiatric, do not allow school attendance for a period of 10 days or more. The student's inability to attend school for medical reasons, both physical and psychiatric, must be certified by their treating licensed physician, licensed clinical psychologist or nurse practitioner.

Intermittent homebound instruction is available for students with a chronic illness documented by a physician. A student is eligible for intermittent homebound services when absent due to the documented illness for three (3) or more consecutive days. Parents/guardians can contact the Homebound Instruction and Extended Learning Office at (757) 727-2152. Applications are available in all school offices and on the Hampton City Schools website under Information for Parents.

<http://www.hampton.k12.va.us/departments/AAC/HomeboundInstructionApp%20.pdf>.

STUDENT LEARNING

ACADEMIC FREEDOM (HCS Policy IB)

The School Board seeks to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression are encouraged and fairness in procedures is observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth of Virginia.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination or retaliation based on the religious content of their submissions. Such home and classroom work is evaluated by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Students must also recognize that the right to refrain from expressing themselves does not suggest that there is a right to refuse to respond to proper inquiries by school personnel. School personnel are charged with the maintenance of a safe, secure, and orderly environment, and they have the right and responsibility to challenge the presence and purpose of any individual.

Freedom of student expression also applies to student dress and appearance so long as it is within the school system and community standards. Students have the responsibility to conform to the policy of dress as adopted by the School Board. (See also Student Dress Code Policy JFCA)

ONLINE ACCESS TO STUDENT GRADES

Parent Access

Hampton City Schools offers a “Parent Portal” for parents and guardians to access their students’ grades and attendance information in one secure, easy-to-use website. With the Parent Portal, parents can:

- Access a student’s individual course assignments and teacher information;
- View a student’s grades, attendance information, and student schedule;
- Communicate with teachers to learn about a student’s individual workload and responsibilities.

Parent Portal startup packages are sent to parents in the fall or upon enrollment. The packages contain account credentials, instructions and helpful tips. More information is available by visiting the HCS Parent Portal web page at: <http://www.hampton.k12.va.us/parents/parentportal/parentportal.html>. An App is also available (search for PowerSchool for Parents and use “XQNQ” as the district code when prompted).

Student Access

Hampton City Schools also offers a “Student Portal” for students to access their grades and assignments 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 schedules;
- Communicate with teachers and learn more about their individual workload and responsibilities.

Students receive their assigned credentials for accessing the portal directly. An App is also available (search for PowerSchool for Students and use “XQNQ” as the district code when prompted).

GRADING SYSTEM (HCS Policy IKA)

Report cards for grades PreK -12 will be completed and issued once every nine weeks. Achievement will be denoted by letter symbols. Report cards address specific academic progress and student conduct.

Reporting for Students in Pre-K

The Pre-K report cards address developmentally appropriate areas of academic growth and social development skills.

- S – Satisfactory (demonstrates consistent use and application of required strategies/skills/effort at least 80% of the time)
- N – Needs Improvement (demonstrates consistent use and application of required strategies/ skills/effort at least 70% of the time)

Reporting for Kindergarten

- O – Outstanding (demonstrates consistent use and application of required strategies/ skills/effort at least 90% of the time)
- S – Satisfactory (demonstrates consistent use and application of required strategies/ skills/effort at least 80% of the time)
- N – Needs Improvement (demonstrates consistent use and application of required strategies/ skills/effort at least 70% of the time)
- U – Unsatisfactory (demonstrates consistent use and application of required strategies/ skills /effort less than 70% of the time)

Reporting for Grade 1

In HCS, there is an understanding that children learn at their own pace and with varying levels of support. The new grading key allows for children to work at their own pace with support from the teacher at the level they need while always working toward meeting the grade-level expectations.

- E - Exceeds expectations
- D - Demonstrates without support
- DS - Demonstrates with support
- DSS - Demonstrates with significant support
- ND - Does not demonstrate
- / - Not evaluated

Reporting for Grades 2-5

Report cards for grades 2-5 will be completed and issued once every nine weeks. Achievement will be denoted by letter grades. Report cards address specific academic progress, effort, conduct, and contain space for comments.

Core Content Grades

Grade	Numeric Range	Grade	Numeric Range
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	64-69
B	83-86	F	BELOW 64
B-	80-82	I	INCOMPLETE
C+	77-79		

Resource/Effort Grades (same as K & 1)

- O – Outstanding: demonstrates consistent use and application of required strategies/skills/effort at least 90% of the time
- S – Satisfactory: demonstrates consistent use and application of required strategies/skills/effort at least 80% of the time
- N – Needs Improvement: demonstrates consistent use and application of required strategies/ skills/effort at least 70% of the time
- U – Unsatisfactory: demonstrates consistent use and application of required strategies/ skills/effort less than 70% of the time

Reporting for Grades 6-12: Report cards in grades 6-12 will be completed and issued once every nine weeks. The report consists of letter grades and numerical comments with a legend for interpretation.

Course Work Grades

A full range of grades “A” through “F” may be awarded in any specific course/subject.

Grade	Numeric Range	Grade	Numeric Range
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	64-69
B	83-86	F	BELOW 64
B-	80-82	I	INCOMPLETE
C+	77-79		

- I – Numeric equivalent range is not reportable. Incomplete work means that a student has been unable to complete all activities required for the course/subject. All work to be made up because of illness or other justifiable reasons must be completed and submitted within two weeks after the student returns to class or the grade will revert to a “0” which is equivalent to an “F”.

P/F – A Pass/Fail option is available in a limited number of high school elective courses.

EXAM EXEMPTIONS

Option 1: Exam Exemptions for High School Credit Courses Without a Related Standards of Learning (SOL) Test or Industry Credential

With parent approval, a student who maintains an 80% or higher average and misses no more than two (2) days during a semester or a 90% or higher average and misses no more than three (3) days during a semester, may be exempt from the semester exam. Students are strongly encouraged to take the final exam to improve the semester grade. Any student who is exempt may opt to take the semester exam without any adverse impact on the semester grade.

Any student who has been suspended during a semester shall not be exempt from taking the semester exam for that semester regardless of the grade earned.

Option 2: Exam Exemptions for Middle and High School Students Who Pass Standards of Learning (SOL) Tests

Students will be required to take all first semester exams for courses with a related SOL test. Students who pass a SOL test can earn an exam exemption for the final exam. There are two levels of “passing” for SOLs. A score of 400-499 is Passing and 500-600 earns Pass Advanced status. Students must successfully complete all class work and culminating assessments subsequent to the administration of the SOLs which will comprise the overall semester grade average. The parent/guardian should be aware of their students’ averages before supporting the choice to take the exam exemption. If the student’s grade will benefit from taking the exam, he/she should take the

exam. Students earning Pass Advanced will receive an “A” for the exam grade and do not need to report to the exam. Students who score below 400 fail the SOL and must take the exam. Due to the state’s reduction in the number of SOL tests required, students will not be permitted to take an SOL test in a discipline for which they have already satisfied the verified credit requirement, to gain an exam exemption. Students who have already satisfied SOL requirements will default to Option 1 for gaining an exemption.

The exam substitution for *Pass Advanced* is based on the following scale:

- 500 – 525 = 93
- 526 – 550 = 95
- 551 – 575 = 97
- 576 – 599 = 99
- 600 = 100

Option 3: Exam Exemptions for High School Courses With Related Industry Certification Tests

Students who pass a Hampton City Schools approved industry credential test can earn an exam exemption for the related Career and Technical Education (CTE) course. “Passing” scores for industry credential tests are determined by the credential companies. Students must successfully complete all classwork and culminating assessments subsequent to the administration of the industry credential, which will comprise the overall semester grade average. The parent/guardian should be aware of their students’ grade averages before supporting the choice to take the exam exemption. If the student’s final grade will benefit from taking the exam, the student should take the exam.

AP (Advanced Placement) Exams

There will be no first semester exam exemptions for students enrolled in AP courses. Students who take the College Board AP Exam in May are not required to take the exam for that particular course at the end of the second semester. Options 1 or 2 of the exam exemption policy will determine second semester status for students who do not take the College Board AP Exam in May.

IB (International Baccalaureate) Exams

There will be no first semester exam exemptions for students enrolled in IB *Diploma Programme* courses. Students who take the IB Exam in May are not required to take the exams for that particular course at the end of the second semester. Options 1 or 2 of the exam exemption policy will determine second semester status for students who do not take the IB Exam in May.

Dual Enrollment Exams

If dual enrollment guidelines from the college awarding credit require an exam, there will be no exemption options.

PROMOTION AND RETENTION POLICIES

Schools will apply the following criteria to determine if students are eligible to promote or move up to the next grade level for the next school year. Students who do not meet the minimum criteria may be retained to repeat the previous grade level.

Elementary School Students: Kindergarten Through Grade Five (HCS Policy IKD)

All students in kindergarten through grade five are expected to demonstrate proficiency on the Standards of Learning (SOL) objectives for their respective grades in the core content areas of English, mathematics, history/social science, and science. Students who do not demonstrate satisfactory performance may be retained in their current grade placement. In this case, a Targeted Student Intervention and Support (TSIS) meeting must be held within the first month of the new school year to develop a retention intervention plan.

Elementary School Students: Grades Three, Four And Five Only (HCS Policy IKD)

Students who demonstrate satisfactory classroom performance and achieve at the proficient level on English and mathematics SOL assessments will be promoted. Students who demonstrate satisfactory classroom performance, pass one SOL assessment and achieve SOL assessment scores that fall just below the proficient level in English and mathematics will be promoted and may be required to participate in an SOL intervention program. Students who demonstrate satisfactory classroom performance and fail to achieve at the proficient level on the SOL assessments in English and mathematics may receive a provisional promotion contingent upon attendance and satisfactory performance in summer school.

Students, who do not demonstrate satisfactory classroom performance, yet achieve at the proficient level on the SOL assessments in English and mathematics, may be awarded a provisional promotion and must be reviewed by the school's Targeted Student Intervention and Support (TSIS) team within the first month of the new school year. The student may be required to attend and demonstrate satisfactory performance in summer school or other intervention programs. Students who do not demonstrate satisfactory classroom performance and fail to achieve at the proficient level on the SOL assessments in English and mathematics will be retained. A TSIS meeting must be held within the first month of the school year to develop a retention intervention plan.

Students who do not pass any of the SOL assessments in grades three, four and five must attend summer school or participate in an intervention program as required.

Middle School Students (HCS Policy IKE)

Students in grades six through eight who demonstrate satisfactory classroom performance in the four core content areas of English, mathematics, history/social science, and science, plus a minimum of one elective course and achieve at the proficient level on the English and mathematics Standards of Learning (SOL) assessments will be promoted.

Students who demonstrate satisfactory classroom performance and fail to achieve at the proficient level on the English and mathematics SOL assessments will be promoted and required to attend and demonstrate satisfactory performance in summer school or another intervention program as approved by the building administrator/designee.

Students who do not demonstrate satisfactory performance in one of the four core content areas plus one elective course may be awarded a provisional promotion. The building administrator/designee will consider student performance on Standards of Learning assessments in making the decision to award a provisional promotion. The student will be required to attend and demonstrate satisfactory performance in summer school or another intervention program as approved by the building administrator/designee. The school's Targeted Student Intervention and Support (TSIS) team must review the student's classroom performance within the first month of the new school year to develop a retention intervention plan. Students must attend interventions as outlined by the intervention team.

Students who do not demonstrate satisfactory classroom performance and fail to achieve at the proficient level on the SOL assessments in the core content areas of English, mathematics, history/social science, and science will be retained. A TSIS meeting must be held within the first month of the school year.

Students who do not pass any of the SOL assessments in grades six through eight must attend summer school or participate in an intervention program as required.

Middle school students will be eligible for one provisional promotion. The building administrator/designee may grant an additional provisional promotion when there are extenuating circumstances.

Students with disabilities attain promotion in accordance with the goals, accommodations, and impact of the disability defined in the student’s individualized education program (IEP) when not on an SOL curriculum.

Students with accommodations through 504 plans are provided access to the general curriculum and therefore are required to meet promotion criteria for their respective grade levels.

Parent Notification - Kindergarten Through Middle School (HCS Policies IKD & IKE)

Parents will be informed of their student’s academic progress through a variety of avenues including, but not limited to, quarterly progress reports and report cards, parent/teacher conferences, graded assignments sent for review on a regular cycle, electronic communication as appropriate, notes and telephone calls. Additionally, parents of students not meeting grade level expectations will be notified at a parent/teacher conference, as well as in writing. Such notification will be made at the following intervals:

1. End of the first grading period;
2. End of the first semester;
3. By March 1st possible retention will be documented; and
4. No later than ten (10) calendar days prior to the last day of school, notification of final retention will be communicated for students in kindergarten through second grade. Final retention notification for students in grades three through eight will be made within three (3) working days of receipt of the SOL assessment results.

Right To Appeal - Kindergarten Through Middle School (HCS Policies IKD & IKE)

1. To the building administrator/designee – Parents may appeal the decision to retain their child in the current grade placement. The request for the appeal must be made in writing to the building administrator/designee. This request should be made within five (5) working days of receipt of notification of retention. The building administrator/designee will respond to the parent within five (5) working days of receipt of appeal.
2. To the Executive Director of School Leadership – Parents may appeal the decision of the building administrator/designee. The appeal must be made in writing to the appropriate Executive Director of School Leadership within five (5) working days of receipt of the building administrator/designee’s decision.

High School Students (HCS Policy IKE)

Promotion or retention in the high school is based upon the student’s academic achievement as reflected by the number of standard and verified credits. Promotion from one high school grade to the next requires that a student earn credit as follows:

From grades 9 to 10	From grades 10 to 11	From grades 11 to 12
5 STANDARD CREDITS	10 STANDARD CREDITS	16 STANDARD CREDITS
1 English credit	2 English credits	3 English credits
1 Additional core credit**	1 Math credit	2 Math credits
3 Other credits	1 Science credit	2 Science credits
	1 Social Studies credit	2 Social Studies credits
	1 Additional core credit**	1 Additional core credit**
	4 Other credits	6 Other credits

**A Core Credit class is defined as any course from math, science, social studies, or English, which satisfies a graduation requirement from that discipline.

In the spring, parents will be notified by the school counselor if retention is indicated by an academic deficiency. If attending summer school will remedy this deficiency, notification will occur prior to the opening of summer school.*

*Note: Requirements are tallied as of September of each year. Promotion eligibility is finalized after summer school. Summer school is considered to be a continuation of the previous school year, not the beginning of a new year.

ATHLETIC/EXTRACURRICULAR PARTICIPATION (HCS Policies IGDK, IGDH, & JEDD; Virginia High School League)

Hampton City Schools aligns all practices to the regulations defined by the Virginia High School League (VHSL). The School Board places the highest premium on student achievement, but recognizes the value of athletics and extracurricular activities in student development. The following guidelines are designed to assist students in maintaining a high academic standard while engaging in athletics and/or extracurricular activities. Eligibility extends from the first day of practice to the last day of the athletic season or the first club meeting until the end of the semester for extracurricular clubs.

Academic Requirements:

1. Students must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation.
2. Students must have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that certify credit on a semester basis.
3. Students must earn a minimum GPA of 2.0 the preceding semester to participate.
4. All rising 9th graders are eligible for participation their first semester in high school.
5. Transfer students will be held to the same standard as other students.
6. Students who earn an “F” in any class required for a standard diploma will not be allowed to participate.

Monitoring and Tutoring:

1. Students’ grades will be monitored by the athletic directors and coaches.
2. The principal or designee will use the report card to notify parents if students are making a grade below a “C”. This notification will include the availability of parent/teacher conferences and remediation opportunities.
3. All student-athletes will have the opportunity to receive free tutoring, to include weekly study halls monitored by the athletic director or coaches. Remediation is required during the season for all student-athletes making below “C-”. If the remediation requirement is not met, consequences will result from the Athletic Department. The consequences may include, but are not limited to, suspension from a VHSL practice or a VHSL game.

Provisional Eligibility:

1. Students can apply for a one-time provisional waiver if they fail to meet the academic requirements outlined. Students entering Hampton City Schools who have used a waiver from another division will not be entitled to another waiver. Therefore, they will be ineligible until they meet the division’s requirements.
2. The provisional eligibility date extends from the first day of VHSL practice to the last day of the athletic season.
3. A parent/student/HCS contract of commitment is required for a provisional waiver.

4. Students are required to attend tutoring sessions during provisional eligibility.
5. Provisional eligibility will be monitored centrally by the Coordinator of Athletics.

Monitoring and Tutoring:

1. Students' grades will be monitored by the club sponsors with the assistance from the athletic directors.
2. The principal or designee will notify via the report card the parents of students making a grade below a "C-". This notification will include the availability of parent/teacher conferences and remediation opportunities.

Athletics And The Academies Of Hampton (Policy JC)

Students concerned about their VHSL eligibility with respect to participation in the Academies of Hampton should refer to Hampton City Schools Policy JC for detailed information.

STUDENT TESTING

Pre-K Phonological Awareness Literacy Screening (Pre-K PALS)

Students Tested:	4-year-olds
When Tested:	October
Type of Assessment:	Diagnostic/Norm-referenced
Purpose:	PALS-PreK is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading success and measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. The assessment scores indicate children's strengths and those areas that may require more direct attention. The assessment is designed to be administered to four-year-olds in the fall of PreK in order to guide instruction during the year. A second administration in the spring of PreK serves to evaluate progress.

Kindergarten Readiness Survey

Students Surveyed:	5-year-olds
When Surveyed:	October
Type of Assessment:	Formative
Purpose:	The Kindergarten Readiness Survey is a tool used by the division to ascertain kindergarten teacher perceptions of student readiness levels for kindergarten. Teachers evaluate each student's entering skill level in the following areas: motor skills, self-help skills, social skills, language skills and general readiness. Parents are asked to provide information indicating any school experiences prior to kindergarten. Readiness levels are scored for each student and provided to teachers. The data is used to determine student progress and interventions teachers need to focus on in the classroom.

Kindergarten Phonological Awareness Literacy Screening for Kindergarten (PALS-K)

Students Tested:	Kindergarten
When Tested:	Fall and Spring
Type of Assessment:	Diagnostic/Norm-referenced
Purpose:	The Phonological Awareness Literacy Screening (PALS) is the state provided screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 98% of school districts in VA on a voluntary basis. The Phonological Awareness Literacy Screening for Kindergarten (PALS-K) is one of three assessments under the Virginia Kindergarten Readiness Program (VKRP). PALS-K measures young children's knowledge of important literacy fundamentals, including phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading. The major purpose of PALS-K is to identify which students need reading intervention and which students are able to learn from regular classroom instruction. PALS-K can also be used as a diagnostic tool to provide teachers with explicit information about what their students know of these literacy fundamentals to help guide their teaching. After the initial screening, PALS Quick Checks are used to monitor progress and adjust instruction to meet students' needs.

Child Behavior Rating Scales (CBRS)

Students Tested:	Kindergarten
When Tested:	Fall and Spring
Type of Assessment:	Teacher Report
Purpose:	The Child Behavior Rating Scale is a teacher-report measure used to evaluate a child's task and social behavior with peers and adults. The CBRS assessment comprises 17 items with 10 items assessing self-regulation and 7 items assessing social skills. After objectively observing children's

behaviors in the classroom, teachers complete the rating scale for each child. The CBRS is one of three assessments under the Virginia Kindergarten Readiness Program (VKRP).

Early Mathematics Assessment System (EMAS)

Students Tested: Kindergarten

When Tested: Fall and Spring

Type of Assessment: Diagnostic, Norm-referenced

Purpose: The *Early Mathematics Assessment System (EMAS)* is a reliable and valid research-based assessment of early mathematical thinking, drawing on modern cognitive science as well as developmental and educational research. The EMAS is designed to measure a broad range of mathematical content. The domains assessed by the EMAS are aligned with the National Council of Teachers of Mathematics. The CBRS is one of three assessments under the Virginia Kindergarten Readiness Program (VKRP). The Virginia Kindergarten Readiness Program (VKRP) also provides an item-by-item alignment with the 2016 Virginia Standards of Learning. EMAS assesses skills in the areas of numeracy, computation, patterning and pattern recognition, geometry, and spatial sense.

Phonological Awareness Screening Test (PAST)

Students Tested: Kindergarten - Grade 2

When Tested: Fall, Mid-year, and Spring

Type of Assessment: Formative/Criterion-referenced

Purpose: The Phonological Awareness Screening Test (PAST) is a supplemental literacy assessment focused on early, basic, and advanced phonological and phonemic awareness skills. It is administered individually to each student, as it is an oral and auditory assessment. Components include: Syllables, Onset/Rime, Basic Phoneme Levels, and Advanced Phoneme Levels. The purpose of the PAST assessment is to determine a student's strengths and weaknesses with phonological and phonemic awareness skills and the instruction needed for a student to make progress toward mastery of these skills. Students with strong phonological and phonemic awareness have the necessary foundational skills to become proficient and skilled readers.

Phonological Awareness Literacy Screening (PALS)

Students Tested: Grades 1-3

When Tested: Fall and Spring

Type of Assessment: Diagnostic/Norm-referenced

Purpose: The Phonological Awareness Literacy Screening (PALS) is the state provided screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 98% of school districts in VA on a voluntary basis. PALS measures young children's knowledge of important literacy fundamentals, including phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading. The major purpose of PALS is to identify which students need reading intervention and which students are able to learn from regular classroom instruction. PALS can also be used as a diagnostic tool to provide teachers with explicit information about what their students know of these literacy fundamentals to help guide their teaching. After the initial screening, PALS and PALS Quick Checks are used to monitor progress and adjust instruction to meet students' needs.

Naglieri Nonverbal Ability Test (NNAT)

Students Tested: Grade 1

When Tested: Spring

Type of Assessment: Ability/Norm-referenced

Purpose: The Naglieri Nonverbal Ability Test is a nonverbal measure of reasoning and general problem solving abilities. The NNAT provides a culturally neutral assessment of general ability that is ideal for use with a diverse student population. All first grade students in HCS take the NNAT. Results are considered in the process of identifying students for the gifted program, and may also be used

to evaluate students who are not achieving up to their potential. NNAT identifies many students as intellectually gifted who might not be identified on the basis of academic achievement alone.

Cognitive Abilities Tests (CogAT)

Students Tested: Grade 2

When Tested: October/November

Type of Assessment: Ability/Norm-referenced

Purpose: The Cognitive Abilities Test appraises the level and pattern of cognitive development of students. This test measures both general and specific reasoning abilities. The CogAT measures developed abilities, not innate abilities. The development of these abilities begins at birth and continues through early adulthood. It is influenced by both in-school and out-of-school experiences. Because these abilities are closely related to an individual's success in school in virtually all subjects, test results may be used in planning effective instructional programs. All second grade students in HCS take the CogAT. Results are considered in the process of identifying students for the gifted program. CogAT identifies many students as academically or intellectually gifted who might not be identified on the basis of academic achievement alone.

Scholastic Reading Measure (SRM)

Students Tested: Grades 3-5

When Tested: Four times per year

Type of Assessment: Diagnostic/Criterion-referenced & Norm-referenced

Purpose: The SRM is an objective, research-based, computer adaptive assessment of students' reading comprehension ability. Results from the SRM are reported as a scaled score (Lexile measures) within bands: below basic, basic, proficient, and advanced. The SRM is an effective assessment to establish reading placement, monitor student progress, and identify areas of strengths and weaknesses.

Critical Skills Assessments (CSAs)

Students Tested: Grades 2 - 5 Math, English, Science & Social Studies

When Tested: Every 9 Weeks

Type of Assessment: Formative/Criterion-referenced

Purpose: Preparation for Standards of Learning. Critical Skills Assessments (CSAs) allow our Division to identify achievement gaps by standard of learning and essential skill by division, by school building, by classroom, and by student. This reporting allows teachers to immediately provide focused intervention for students by essential skill. CSAs are mapped to the nine-week school division pacing guides. CSAs give teachers detailed and highly specific information to address individual student challenges every nine weeks so that all students are fully prepared to be successful on the SOL tests.

Individual Student Growth Assessments

Students Tested: Grades 3-8

When Tested: Fall and Winter (Mid-Year)

Type of Assessment: Achievement/Criterion-referenced

Purpose: To support instructional planning for Standards of Learning achievement, the Virginia Department of Education has developed state baseline growth assessments, aligned with the Standards of Learning, for reading and mathematics in grades three through eight. The purpose is to provide measures of individual student growth over the course of the school year. Grades 3-8 reading and mathematics growth assessments are required to be administered once in the fall and once in the winter (mid-year) during the school year. In addition to the growth assessments, the SOL tests for grade 3-8 reading and mathematics will continue to be administered.

Standards of Learning Assessments (SOLs)

Students Tested:	Grades 3-5
When Tested:	May-June
Type of Assessment:	Achievement/Criterion-referenced
Purpose:	The SOLs for Virginia public schools describe the Commonwealth's expectations for student learning and achievement. SOL tests are administered to measure student skill proficiency in the four core subject areas (Reading, Math, Science, History/Social Science). The SOL test results are used to determine VA accreditation status for individual schools and divisions and the Annual Measurable Objectives (AMO) status for individual schools and divisions as outlined in the <i>Every Student Succeeds Act</i> .

Reading Inventory (RI)

Students Tested:	Grades 6-8 and Grades 9-12
When Tested:	Fall, Mid-Year, and Spring
Type of Assessment:	Diagnostic/Criterion-referenced & Norm-referenced
Purpose:	The RI is an objective, research-based, computer adaptive assessment of students' reading comprehension ability. Results from the RI are reported as scaled score (Lexile measures) from Beginning to Advanced. The RI is an effective assessment to establish reading placement, monitor student progress, and identify areas of strengths and weaknesses.

Critical Skills Assessments (CSAs)

Students Tested:	Grades 6-8, [English, Math (including Pre-Algebra, Algebra, and Geometry), Social Studies, and Science]
When Tested:	End of 1st, 2nd, and 3rd quarters
Type of Assessment:	Formative/Criterion-referenced
Purpose:	Preparation for Standards of Learning. Critical Skills Assessments (CSAs) allow our Division to identify achievement gaps by standard of learning and essential skill by division, by school building, by classroom, and by student. This reporting allows teachers to immediately provide focused intervention for students by essential skill. CSAs are mapped to the nine-week school division pacing guides. CSAs give teachers detailed and highly specific information to address individual student challenges every nine weeks so that all students are fully prepared to be successful on the SOL tests.

Standards of Learning Assessments (SOLs)

Students Tested:	Grades 6-8
When Tested:	March (Writing only), May-June.
Type of Assessment:	Achievement/Criterion-referenced
Purpose:	The SOLs for Virginia public schools describe the Commonwealth's expectations for student learning and achievement. SOL tests are administered to measure student skill proficiency in the four core subject areas (Reading/Writing, Math, Science, History/Social Science). The SOL test are used to determine not only VA accreditation status for individual schools and divisions, but also high school verified credit and the Annual Measurable Objectives (AMO) status for individual schools and divisions as outlined in the <i>Every Student Succeeds Act</i> .

Semester Exams

Students Tested:	Grades 6-8 and Grades 9-12
When Tested:	During the last week of each semester
Type of Assessment:	Summative Assessment/Criterion-referenced
Purpose:	Semester exams are designed to give teachers and parents information regarding student mastery of course content. These exams are comprehensive in nature and are used as a factor in determining the semester grade for the course. According to exam policy guidelines students may

be eligible for exemption from non-SOL class exams at the end of the first semester and all exams at the end of second semester.

Critical Skills Assessments (CSAs)

Students Tested: Grades 9-11 End of course

When Tested: End of 1st and 3rd quarters

Type of Assessment: Diagnostic/Criterion-referenced

Purpose: Preparation for Standards of Learning

Critical Skills Assessments (CSAs) allow our Division to identify achievement gaps by standard of learning and essential skill by division, by school building, by classroom, and by student. This reporting allows teachers to immediately provide focused intervention for students by essential skill. CSAs are mapped to the nine-week school division pacing guides. CSAs give teachers detailed and highly specific information to address individual student challenges every nine weeks so that all students are fully prepared to be successful on the SOL tests.

Standards of Learning Assessments (SOLs)

Students Tested: Grades 9-12

When Tested: Jan. March (Writing only), May-June.

Type of Assessment: Achievement/Criterion-referenced

Purpose:

The SOLs for Virginia public schools describe the Commonwealth's expectations for student learning and achievement High School End of Course SOL tests are administered to measure student skill proficiency in the four core subject areas (Reading/Writing, Math, Science, History/Social Science). The SOL test results are used to determine VA accreditation status for individual schools and divisions, high school verified credit and the Annual Measurable Objectives (AMO) status for individual schools and divisions as outlined in the *Every Student Succeeds Act*.

Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT)

Students Tested: 10 & 11

When Tested: Fall

Type of Assessment: Ability/Norm-referenced

Purpose:

The PSAT measures students' verbal reasoning, critical reading, and math problem solving skills. It is a low stakes practice for the SAT. It provides an evaluation of a student's skills in comparison to other college-bound students. It provides information regarding student potential for Advanced Placement (AP) course offerings. The PSAT/ NMSQT is also an opportunity for 11th grade students to qualify for the National Merit Scholarship Competition. Finally, it offers a student profile, which gives students and parents a chance to learn about colleges interested in students with their profile.

Scholastic Assessment Test (SAT)

Students Tested: Grades 11 & 12 Suggested

When Tested: Times available throughout the year

Type of Assessment: Ability/Norm-referenced

Purpose:

The SAT Reasoning Test is a three-hour and forty-five minute test that measures critical thinking and problem solving skills in critical reading, mathematics and writing. About two million students take it every year. Most students take the SAT at national administrations in the spring of their junior year and the fall of their senior year in high school. The most important factor for college admission is the high school transcript. SAT scores are intended to supplement the student's record.

American College Test (ACT)

Students Tested: Grades 11 & 12 Suggested

When Tested: Times available throughout the year

Type of Assessment: Ability/Norm-referenced

Purpose: These national college admission tests are designed to assess students' general educational development and their ability to complete college level work. The multiple-choice tests cover four skill areas: English, math, reading and science. The optional Writing test measures students' writing skills. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

Advanced Placement Program Tests (AP)

Students Tested: Grades 9-12

When Tested: Upon completion of AP course (May)

Type of Assessment: Achievement/ Criterion-referenced

Purpose: The AP program gives students an opportunity to take college level courses and exams while they are still in high school. AP exams are made up of multiple choice and essay questions. They are graded on a scale of 1 to 5, with 3 considered a "qualifying" score. With AP a student may earn credit, advanced placement, or both, for college. **Students are responsible for paying AP exam fees. Fees are collected in November.**

International Baccalaureate Tests (IB)

Students Tested: Grades 11 & 12

When Tested: Upon completion of IB course (May)

Type of Assessment: Achievement/Criterion-referenced

Purpose: The International Baccalaureate (IB) Program, housed at Hampton High School, is an internationally recognized curriculum that offers 11th and 12th grade students an opportunity to earn the IB diploma. Written examinations are given at the end of the course. These assessments may consist of two exams, taken separately and sometimes on different days. Typically, 90 minutes is allotted for exam 1, and up to three hours for exam 2. Exams may include oral and written, long and short responses, data-based questions, essays, and multiple choice questions.

Industry Credential Assessments

Students Tested: 9-12 Career and Technical Education

When Tested: Late Fall or Spring

Type of Assessment: Employment Preparation/Academic Achievement/Criterion--referenced Industry Validated Certification of License

Purpose: Students enrolled in certain Career and Technical Education courses may earn SOL verified credit upon passing the course and passing an industry credential. Students earning an industry certification will likely receive preference in hiring by employers or admission to secondary schools over other applicants. Students enrolled in CTE courses with industry certifications may receive articulated college credit or dual enrollment college credit. Credentials may be added during the school year or changed as curriculum may dictate. All credentials are on the Virginia Board of Education approved list. SOL credit substitution may not be available for all credentials. Industry Credentials may be required as a prerequisite for higher-level courses. Additionally, an OSHA safety card is required for courses where safety is a consideration and machinery is used.

TECHNOLOGY

TECHNOLOGY INITIATIVES

Hampton City Schools prides itself on emerging technology practices and remains on the cutting edge of technology. We feel it is vital that students understand the importance of digital citizenship and want our students to be college and career ready.

Classrooms & Computer Labs

Each classroom is equipped with a digital interactive whiteboard that teachers use to integrate and enhance their instructional programs. All classrooms also have access to a rich collection of online resources for knowledge sharing and research. Many classrooms also include computer workstations. Some secondary schools are also equipped with computer labs available for students to use for their assignments, research and related school work.

Internet and Network Access

Hampton City Schools employs a high-speed wireless and wired network infrastructure that provides access to digital content and filtered internet access for students.

Student Email

Part of the School Division's responsibility in preparing students for the 21st century is to provide access to the tools they will be using as adults. It is important to teach students about their role as a digital citizen and the code of ethics involved within the online community. All students in grades K-12 are provided a limited Google gmail account that can be used to communicate with HCS staff members and HCS students.

The Digital Learning Program

Hampton City Schools has implemented a Digital Learning Program Program to create a dynamic and personalized educational experience for students by providing every student in grades K-12 with their own electronic learning device. The goals of the program include: improving student achievement, increasing student engagement, enabling personalized learning, and engaging parents and the community in education. The opportunity to use a personal electronic learning device gives students access to anywhere, anytime learning. Parents and students are encouraged to review the resources available online at the [Digital Learning and Chromebook Zone](#).

Virtual Classes for Graduation Credit

Our high schools provide students with the opportunity for anytime, anywhere online learning. Students may take courses for initial credit and/or credit recovery. These options address the learning needs of individual students, offering additional opportunities as well as keeping them on track for graduation.

Bring Your Own Device

Hampton City Schools allows students to use privately-owned electronic devices. Wireless Internet access is provided to the devices to enhance students' educational experience and outcomes. Connecting to the HCS Wi-Fi network with personal devices is a privilege, not a right, and it is not a requirement for division students. At certain times of the year, privately-owned electronic devices may be disconnected from the HCS Wi-Fi network to better support the connections of HCS-owned devices.

TECHNOLOGY POLICIES (HCS Policies IIBEA & IIBEB)

Students will from time-to-time have access to Internet services, e-mail, computers, and other electronic devices to support their academic careers. All students are expected to abide by all technology policies as stipulated in School Board policies IIBEA (Computer Systems Acceptable Use), IIBEB (E-Mail), and related policies as noted in this handbook. Specific prohibited conduct includes, but is not limited to:

- Using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state or local law.
- Sending, receiving, viewing or downloading illegal material using computer resources.
- Downloading of unauthorized software.
- Using computer resources for private financial or commercial purposes.
- Using computer resources for product advertisement or political campaigning.
- Gaining unauthorized access to resources or entities.
- Submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal or other inappropriate material.
- Vandalizing computer resources, including destroying data by creating or spreading viruses or by other means.
- Intimidating, harassing, or coercing others.
- Threatening illegal or immoral acts.

The use of the Internet/Intranet is a privilege, not a right, and inappropriate use may result in cancellation of those privileges and appropriate disciplinary action as determined by Hampton City School Division policy, and/or legal action. It is the user's responsibility to know and follow the HCS Technology Acceptable Use Policies.

Security on any computer system is a high priority, especially when the item involves many users. If a student encounters a security problem on the Internet, the student must notify a supervising teacher or administrator. The student should not demonstrate the problem to other students. The student should not use another individual's account. Attempts to log on to the network or access computer resources using another's login credentials will result in suspension of user privileges and appropriate disciplinary action.

A student should never share his/her password or account with anyone. Each student has full responsibility for the use of his/her account and may be held responsible for any actions that are traced to his/her account.

The Division assumes no responsibility for any unauthorized charges or fees as a result of using computer resources, apps, downloaded media (such as music or movies) or other service charges.

The Division's email is owned and controlled by the Division. The Division provides electronic mail to aid students in fulfilling his/her duties and as an education tool. Email is not private. Students' email will be monitored and accessed by the Division. Unauthorized access to an email account by any student is prohibited. Users may be held personally liable for the content of any email created by their account.

Students must also abide by the following:

- Social Media Messaging, Instant Messaging, online chatting, blogging, e-mail and any other methods of communication must be under teacher direction and supervision **only**.
- Students must exercise appropriate online behavior, including interacting with other individuals, posting on social networking websites, and in online chats. Cyber-bullying is an example of inappropriate online behavior that is prohibited. If cyber-bullying is encountered by a student, it must be reported to the supervising teacher or an administrator.
- Students will respect the privacy of others (e.g., login, password, documents).
- Hampton City Schools' networks, hardware and software are to be used for instructional purposes only.
- Copyright laws will be followed.
- Students will not divulge any personal or confidential information about themselves.

Hampton City Schools has an industry-standard Internet filter in place to monitor content. The filter blocks sites that HCS deems inappropriate. No Internet filter is perfect; HCS will block and unblock sites over time that are reported by HCS staff as either inappropriate or appropriate for student viewing. It is the student's responsibility to discontinue connections to questionable sites and report them to the supervising teacher or administrator.

It is unlawful to use the Division's computer equipment and/or communications services for sending, receiving, viewing or downloading material described below, via the Internet:

- Child pornography as set out in the *Code of Virginia* § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
- Obscenity as defined by the *Code of Virginia* § 18.2-372 or 18 U.S.C. § 1460; and
- Material that the Division deems to be harmful to juveniles as defined in the *Code of Virginia* § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors.

ELECTRONIC DEVICES (HCS Policy JP)

HCS Issued Electronic Devices

HCS students may be provided an electronic device pre-loaded with software approved by the School Board of the City of Hampton. Students and parents agree to abide by the HCS policies and procedures regarding the use and possession of the electronic device and any other assigned computer, equipment, or accessories that students may use or possess that is provided by HCS.

All electronic devices, computers, equipment, and/or accessories that HCS has provided to students are the property of the School Board of the City of Hampton. Students and parents must abide by all of the terms listed below and those that are in School Board policy IIBEA (Acceptable Use Policy), electronic device policies, and technology policies stipulated in this handbook.

Students must return any HCS-issued electronic device, case (if provided) and charger to HCS in the same condition in which it was provided. Students may NOT apply any stickers or write on the electronic device.

Students are personally responsible for any and all damage to the device, including damage that occurs at school, unless the damage is accidental or through no fault of the student. Students are responsible for theft or loss. In case of loss or theft, students will be charged for the replacement of the lost equipment unless a police report is filed and communicated to HCS staff.

Students may not allow any other individual(s) to use the electronic device or accessories that have been provided to them by HCS.

If the student leaves the Division for any reason during the year, the student must return the electronic device and accessories. If the electronic device is not returned, the student will be charged for replacement of the lost equipment.

Electronic Devices (HCS Policy JP)

To avoid disruption of the instructional process and to maintain a safe and orderly environment, students will not display, use or activate portable communication devices or other electronic devices during the instructional day or during after-school activities, with the exception of structured Bring Your Own Device (BYOD) instructional activities supervised by a classroom teacher or school official (see BYOD below) or it is deemed medically necessary by a treating physician.

The possession of portable communication and/or electronic devices by students on school grounds is a privilege, not a right, and any student who brings such a device on school property consents to these rules and to the Division's right to confiscate and/or search such devices if there is reason to believe that Division policies or local, state and/or federal laws have been violated. Electronic devices will be returned to the parent only.

Violation of school or Division policies, local, state and/or federal laws while using a personal electronic device on HCS premises will result in appropriate disciplinary and/or legal action as specified in the Students' Rights and Responsibilities Handbook, Board policy, as well as by local, state and/or federal law.

Hampton City Schools will assume no responsibility in any circumstance for loss, destruction, damage, theft, or any financial charges incurred for a cellular phone or other electronic device. If a privately owned electronic device is stolen, this must be reported to a building administrator immediately.

Privately Owned Electronic Device Security Risks

Laptops and other portable electronic devices are vulnerable to loss and theft. These devices should be engraved or otherwise permanently marked with owner information. **Students and parents who choose to allow their children to bring privately owned electronic devices on school property must assume total responsibility for these devices and be aware of all risks.** If a privately owned electronic device is stolen, this must be reported to a building administrator immediately. The Division will not accept responsibility or liability for loss, damage, theft or non-working personal property. Laptops and all other personal electronic devices that are lost, stolen, or damaged are the responsibility of the student and their parents or guardians. The Division and Division personnel cannot attempt to repair, correct, troubleshoot, or be responsible for malfunctioning personal hardware or software.

The Division reserves the right to examine the privately owned electronic device and search its contents if there is reason to believe that Division policies or local, state and/or federal laws have been violated.

External Links Disclaimer (HCS Policy IIBEA)

Any reference obtained from the Hampton City Schools web server service to any non-government entity, product, service or information does not constitute an endorsement or recommendation by Hampton City Schools or any of its departments or employees. The Hampton City School Division is not responsible for the contents of any “off-site” web pages referenced from Hampton City Schools’ servers.

BRING YOUR OWN DEVICE (BYOD) (HCS Policy JP)

Wireless access to the HCS network is provided only to students in designated areas. Wireless access provided to the devices is designed to enhance the students’ educational experience and outcomes. Connecting to the HCS Wi-Fi network with personal devices is a privilege, not a right, and is not a requirement for Division students to access. At certain times of the year, privately-owned electronic devices may be disconnected from the HCS Wi-Fi network to better support the connections of HCS-owned devices.

Permission to bring and use privately owned devices is contingent upon adherence to HCS guidelines. If a privately owned device is used by a student to disrupt the educational environment, in the sole opinion of HCS, that student’s privileges may be limited or revoked. The School Board authorizes the Superintendent to develop guidelines for the use of privately owned devices. The following rules will guide the use of privately owned portable devices at school during school hours:

General Rules:

1. Students are prohibited from accessing the Internet using private cellular-based subscriptions through their own Internet Service Provider on school grounds.
2. No student will establish a wireless ad-hoc or peer-to-peer network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to, using a privately owned electronic device as a cabled or wireless hotspot. Example: Using a personal device as a server so that students can play an online game.
3. No privately owned electronic device should ever be connected by cable to the HCS network. Network access is provided via Wi-Fi/wireless connection only, and only in schools in designated locations. No one is allowed to connect a privately owned electronic device to the network by an Ethernet cable plugged into a data jack in the school. Violation of this term will result in disciplinary action and revocation of access to the network.

4. School official permission is necessary for student use of a privately owned electronic device during instruction in the designated location.
5. Voice, video, and image capture applications may only be used with prior written teacher permission and for specific instructional purpose(s).
6. A school official may request at any time that the privately owned electronic device be turned off and put away. Failure to do so may result in disciplinary action and revocation of access to the network. See Student Conduct.
7. Sound must be muted unless the school official grants permission for use of sound associated with the instructional activities.
8. The privately owned electronic device owner is the only person allowed to use the device.
9. No student will use another student's Division-issued log-on credentials.
10. No student will knowingly attempt to gain access to any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school or Division personnel.
11. No Division-owned academic or productivity software can be installed on personal devices.
12. No student will use any computer or device to illegally collect any electronic data or disrupt networking services. Students may not engage in any malicious use, disruption or harm to the school network, Internet services, learning environment or any other electronic device owned by the school, any school personnel and/or student.
13. Students may not attempt to use any software, utilities or other means to access Internet sites or content blocked by Division Internet filters.
14. Under the provisions of this policy, parents who choose to allow their child to use their own technology and students who bring personal technology do so knowing that it will diminish their expectation of privacy regarding their personal electronic device while at school. The school reserves the right to search a privately owned electronic device in accordance with applicable laws and policies if there is reasonable suspicion that the student has violated HCS policies, administrative procedures, school rules, or engaged in other misconduct while using the device.
15. Devices are brought to school at the students' and parents' own risk. In the unlikely event that a privately owned device is lost, stolen or damaged, HCS is not responsible for any financial or data loss, or any charges incurred as a result of the loss.

Consequences Of General Use

Under no circumstances may students use any device to photograph, video record, or audio record any student, employee, or member of the public on school grounds unless they have permission from both the person(s) being photographed or recorded and a school official.

Cellular Phones (HCS Policy JP)

High school students may possess cellular telephones or other portable communication devices. Devices may not be visible and must not interfere with the instructional program or activity. Devices must remain turned off during the school day upon arrival to school and through dismissal or during school-related activities. The devices may only be used outside the school building or facility before regular school hours or school-related activities, unless authorized by a school staff member or it is deemed medically necessary by a treating physician. The devices may be used inside the school building or facility after regular school hours so long as the use does not interfere with any after-school academic tutoring, remediation, or testing.

Middle school students may possess cellular devices coming to and returning home from school, but during the school day the devices must be turned off and stowed in the student's assigned locker upon arrival to school and through dismissal, unless authorized by a school staff member or it is deemed medically necessary by a treating physician.

Elementary school students are not permitted to bring cellular phones or other electronic devices to school with the exception of structured Bring Your Own Device (BYOD) instructional activities supervised by a classroom teacher or other school official or it is deemed medically necessary by a treating physician.

STUDENT SUPPORT SERVICES

STUDENT DEVELOPMENT AND COUNSELING SERVICES (HCS Policy IJ)

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

- Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, arrange and interpret academic testing, and seek post-secondary academic opportunities.
- Career guidance which helps students to acquire information and develop a plan of action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
- Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law.
- Employment counseling and placement services which furnish information relating to the employment opportunities available to students graduating from or leaving the public schools. Such information will be provided to secondary students and will include all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession. In providing such services, school counselors will consult and cooperate with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations, and career schools.

No student will be required to participate in any counseling program to which the student's parents object. The guidance and counseling program will not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

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

CONFLICT MEDIATION/RESOLUTION

Conflict mediation is a program that encourages students to resolve disputes using a positive problem-solving model that results in a win-win resolution for the disputants. By instituting conflict mediation a number of potentially violent situations have been resolved by students in a peaceful manner. Many school counselors, deans, and administrators are trained in the mediation process. Presently, the program is structured in the following way:

- School staff serve as mediators and follow the mediation process to build a sense of cooperation among the students. Specific ground rules are established to help all disputants work to find a peaceful solution. During this session, all parties are allowed to discuss their side of the concern. Then students are guided to brainstorm possible solutions to the problem. Once a solution(s) is agreed upon the disputants discuss how they will handle any related issue arising from the mediation. Mediations are strictly done on a voluntary basis. Mediations offer students the ability to resolve conflicts on their own prior to intervention by an administrator.

HEALTH SERVICES (HCS Policy JHC)

Hampton City Schools employs school nurses to provide school-based health services. Services provided include first aid, administration of provider prescribed medication, maintenance of health records, guidance in health related matters, and follow-up with parents in accordance with guidelines of the Hampton Health Services Handbook and School Board policy. The school nurse is responsible for the assessment of students who are ill or injured. Except for emergency circumstances requiring an ambulance transport, transportation for ill or injured students is a parental responsibility.

Good health is directly related to the success and happiness a student will experience in school. To achieve optimum health for each student, understanding and cooperation on the part of parents are needed. Students at school with fevers over 100.4°F will be excluded from school. All students should be fever-free for twenty-four (24) hours without the aid of fever-reducing medication before returning to school. Fever is usually a sign that the body is working to fight an infection but is only one sign that a student may be ill. A student may be ill without the presence of a fever and therefore, according to the assessment of the school nurse, if staying in the classroom is counterproductive to the student's education or safety and wellness of others, the decision will be made to send the student home. In addition to fevers, students should remain out for 48 hours if vomiting or having diarrhea. During times of potential health risk or modified access to school buildings, it is important students complete a health screening prior to boarding a bus or being dropped off at school. Students should NOT enter into any HCS building if they are ill.

School Entrance Health Requirements (HCS Policy JHC)

All students entering Hampton City Schools for the first time must have comprehensive physical examinations (PreK - grade 5) and immunizations as described below. The physical form (MCH213) can be obtained from the school office or on the Hampton City Schools website

(<http://www.hampton.k12.va.us/departments/health/healthservices.html>)

- Students entering pre-kindergarten MUST PRESENT PRIOR TO SCHOOL ENTRY a record of a comprehensive physical examination as well as a record of immunizations as required by their age level at the time of school entry. Any student turning four (4) after the first day of school must complete all required shots within fifteen (15) calendar days after their fourth birthday to remain in the program.
- Students entering kindergarten through grade five (5) MUST PRESENT PRIOR TO SCHOOL ENTRY a record of a comprehensive physical examination. The examination must have been done within the last twelve (12) months prior to the date the student first enters public kindergarten or elementary school. The school must have a copy of the physical examination findings. The physical form (MCH213) can be obtained from the school office.
- Students coming from another state without documentation of a physical examination will be allowed to enroll, however, the school's office staff will provide the parent/guardian an Affidavit for Physical (SBO Form 443) which allows a maximum of 30 days from the date of registration to complete the physical examination.
- All students entering Pre-K through grade twelve (12) MUST PRESENT PRIOR TO SCHOOL ENTRY a record that the student has received the immunizations required by the Commonwealth of Virginia. For specific requirements, contact the school nurse, or Health Services office, or the Hampton City Schools website (www.hampton.k12.va.us). (Immunizations must be documented with complete dates on form MCH213, official military shot record, or Health Department or doctor's office form.

Health Screenings (HCS Policy JHC)

Routine health screenings are conducted throughout the school year for all students in the following grades: kindergarten, third (3), seventh (7) and tenth (10) and for new students in grades kindergarten through third (3) grade. These screenings include gross and fine motor skills (grades K-3 only), vision and hearing. In addition, height and weight data will be gathered in kindergarten and grades three (3) through ten (10) which will be used to calculate the body mass index (BMI) as part of the fitness assessment and/or used for statistical purposes. Individual BMI data is kept confidential in the student's electronic health record and/or fitness database and can be released to a parent upon request. Parents who do not want their students to participate in these routine screenings must send written notification to the school nurse within the first ten (10) days of the school year or within ten (10) days of enrolling in school. Informational sheets on scoliosis will be distributed to all students in grades five (5) through ten (10).

Medications At School (HCS Policy JHCD)

“Medication” means any substance used to treat disease, heal, relieve symptoms or alleviate pain. It is recommended that arrangements be made so that medication may be taken before or after school hours. If a student needs to take medication during the school day, the school nurse, substitute nurse or designee will administer the medication. In the absence of the school nurse, the building administrator/designee will designate employee(s) to administer medications to students in compliance with the physicians' directions and parental consent. The building administrator/designee (if not a licensed health professional) will receive yearly medication training and periodic competency reviews by a Nurse that includes, but is not limited to, the proper handling, storage and administration of medications.

Division personnel will administer students' medications during the school year under the following conditions:

1. All medications will be administered pursuant to the written order of a licensed prescriber and with written permission from the student's parent/guardian. The school nurse will review all medication orders. Medication refers to all prescribed and over-the-counter (OTC) medication/supplements, except sunscreen and calamine lotion. Please note sunscreen must be provided by the parent. Calamine lotion is the only OTC which is utilized for skin irritation in the clinic without a doctor's order.
2. The written order must be on an approved medication permission form that minimally contains the following information: name of the student, name of the drug, dosage, route and time(s) of administration, total duration, signature of licensed prescriber, and signature of parent/guardian. The medication form is valid only for the current school year and must be renewed annually at the beginning of each new school year and whenever a change is made to the prescription.
3. All prescribed medication must be in the original, unopened package or container, with the original label.
4. Narcotic analgesics, such as Tylenol with Codeine, Vicodin, and similar medications will not be approved during the school day in most cases. Exceptions will be made on a case-by-case basis after careful evaluation by the Director of Health Services in consultation with the licensed prescriber.
5. Students may not possess any medications (prescribed or OTC) at any time during school hours or activities. Exceptions may be made for those students who require certain inhaled asthma medications or auto-injectable epinephrine, or other emergency medications. Student possession of such emergency medications will require an additional permission to carry form signed by a licensed prescriber, parent, student and school nurse. Students who abuse this privilege may lose the ability to carry and self-administer the medication.
6. It is the parent/guardian's responsibility to provide prescribed medication refills as necessary.
7. Medication must be picked up by parents/guardians at the end of each school year, upon expiration of the medication, or at the end of the duration of the licensed prescriber's order. Medication not picked up by the last student day of the year is subject to destruction, unless arranged prior to the last day with school nurse/main office staff.

8. It is the parent/guardian's responsibility to bring all prescribed medications and refills to the clinic or school office and to retrieve such medications by the last student day of the year. If a parent/ guardian is unable to bring the medication to the school or retrieve such medication by the last student day of the year, another adult may be designated by the parent/guardian via phone or in writing to transport the medication. For this purpose, an adult is defined as someone eighteen years old or older.
9. In regard to emergency medications a student may need available for after-school activities/events, it is extremely important parents/guardians notify the school nurse and individual in charge of the activity/event about this need. Examples of emergency medications include Epi-pens, Insulin, Glucagon and asthma inhalers. After regular school hours, the clinic is closed and a nurse is not available nor is the medication in the clinic. Please note, a student may carry emergency medications when the proper procedure is followed as stated above. It is the parent/guardian's responsibility to develop a plan with the individual in charge of the after-school activity/event so a safe environment may be maintained.
10. Pursuant to an order or standing protocol issued by the prescriber within the course of his/her 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 and naloxone may possess epinephrine or naloxone and administer it to any student believed to be having an anaphylactic reaction or drug overdose on school premises, during the academic school day.
11. Pursuant to an order or standing protocol issued by the prescriber within the course of his/her 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 the local health director and trained in the administration of albuterol inhalers and valved holding chambers or nebulized albuterol and who provides, administers, or assists in the administration of an albuterol inhaler and a valved holding chamber or nebulized albuterol for a student believed in good faith to be in need of such medication, or is the prescriber of such medication, shall not be liable for any civil damages for ordinary negligence in acts or omissions resulting from the rendering of such treatment.

FOOD AND NUTRITION SERVICES

Food and Nutrition Services is here to serve our students healthy meals they need to learn. All schools in the division will be participating in the Community Eligibility Provision (CEP) as implemented under the Healthy, Hunger-Free Kids Act of 2010. Enrolled students will be afforded a nutritious meal for breakfast and lunch each day at no charge to the household. Households will not be required to submit a meal application form to receive meals at no charge.

Students may purchase additional menu and a la carte items (*beverages, chips, cookies, pizza, sandwiches, fruits, vegetables, etc.*) using money on their meal account. Food and Nutrition Services implements a cashless point-of-sale. Therefore, money must be on the student's meal account in order to purchase additional menu and a la carte items. Please visit MyPaymentsPlus.com to access your student's meal account. Food and Nutrition Services has waived the fees associated with using the online payment account.

Food and Beverage Consumption

Students may only consume food and beverages in areas designated by the school staff.

STUDENT BEHAVIOR

CODE OF STUDENT CONDUCT

It is important that all students attending Hampton City Schools recognize that schools are built and operated for their benefit. Schools serve to provide students with appropriate and useful educational opportunities. An integral part of this concept is that students share responsibility for the maintenance of a sound, enjoyable educational climate within schools. Every student has the right to an opportunity to learn in an environment that is safe, clean, peaceful, and well-organized. Each student must also recognize that he/she has a responsibility to ensure that his/her actions do not deprive others of the same opportunity. Students have the responsibility to communicate school activities, school communications and concerns to parents daily. The guidelines provided herein will help all students understand and protect their rights. **(HCS Policy JF)**

The *Code of Virginia* requires the Virginia Board of Education (VBOE) by law (§ 22.1-279.6. of the *Code of Virginia*) to establish guidelines and develop model policies for codes of student conduct to aid local school boards in the implementation of such policies. The VBOE has developed *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension* (adopted in 2019).

Questions relative to the HCS Code of Student Conduct can be addressed by school administrators or the Hampton City Schools Office of Student Services.

LEVELED RESPONSE SYSTEM

Schools will use preventive and proactive strategies to teach and support the development of social emotional competencies necessary for appropriate decision-making and behavior. When students do not meet behavioral expectations, they will receive redirection and interventions to address the root causes of the behavior and teach appropriate alternative behaviors.

Certain offenses warrant disciplinary responses including but not limited to in-school suspension, out of school suspension, or expulsion. The leveled system of disciplinary responses is only one part of a comprehensive policy around behavior that includes instruction, intervention, and consequences. The delivery of disciplinary responses serves four key functions:

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

Classroom-based Instruction, Intervention, Responses, and Management

Discipline is the initial responsibility of the teacher (HCS Policy JG). Prior to administrative involvement in student behavior issues, teachers support students in acquiring the behaviors expected in the school environment. Teachers may employ a variety of instructional and proactive actions to address behaviors in an attempt to minimize the impact, prevent future behaviors, and keep students in school. Teachers have the authority to remove a student from a class for disruptive behavior (§ 22.1-276.2.). Depending upon the setting and context, teachers have discretion to exercise a variety of classroom-based responses including but not limited to:

- Develop, teach, and maintain clearly defined classroom expectations
- Restructure, revise classroom practices based on student needs
- Adjust pacing of instruction
- Recognize and reward appropriate behavior
- Reteach expectations or desired behaviors
- Use verbal and visual cues

- Use progress-monitoring tools
- Use verbal warnings
- Redirect behaviors
- Identify replacement behaviors
- Conference with student
- Communicate with parents/guardians
- Communicate with the student's counselor and/or case manager
- Facilitate reflection activities
- Facilitate conflict resolution
- Facilitate peer mediation
- Use check-in/check-out systems
- Change student seating, grouping, setting
- Assign time-out
- Confiscate item
- Remove classroom privileges temporarily
- Conduct teacher/student/parent/guardian conferences to problem-solve
- Refer student to school counselor, case manager, and/or specialized support staff or services
- Assign teacher detention
- Remove student temporarily from the classroom

Administrative Responses, Intervention, and Management

School staff will evaluate circumstances, severity, frequency, and impact to determine the appropriate response from among options available within the level assigned to the behavior. Administrative interventions and responses are designed to prevent further behavior issues. Administrators have discretion to exercise a variety of interventions and responses including but not limited to:

- Use verbal warning
- Conduct student conference
- Conduct conference (administrator, teacher, counselor, parent, student)
- Conduct peer mediation
- Conduct conflict resolution
- Facilitate restorative conference
- Implement restorative practices
- Assign administrative detention
- Refer student to school counselor, case manager, and/or specialized support staff or services
- Refer to community-based services
- Change routine, schedule, and/or setting
- Assign community service
- Assign Saturday school
- Require restitution
- Use restorative practices
- Refer to multidisciplinary intervention team
- Conduct behavior analysis
- Conduct a Functional Behavioral Assessment (FBA)
- Develop a behavior intervention plan (BIP) for students with disabilities
- Develop a behavior support plan (BSP) for general education students
- Conduct a Manifestation Determination Review meeting (MDR)
- Craft a behavior contract
- Revoke school-based privileges

- Assign in-school suspension
- Conduct Threat Assessment
- Assign short-term suspension
- Recommend long-term suspension

Schools will apply leveled responses and interventions when students do not meet behavioral expectations. Elementary responses apply to students in Kindergarten through grade 5. Secondary responses apply to students in grades 6 through 12.

LEVELED RESPONSES

DISPOSITION LEVEL	Elementary (K - 5) Responses	Secondary (Grades 6 - 12) Responses
LEVEL 1	<ul style="list-style-type: none"> ● Classroom-based intervention, responses, and management 	<ul style="list-style-type: none"> ● Classroom-based intervention, responses, and management
LEVEL 2	<ul style="list-style-type: none"> ● Classroom-based intervention, responses, and management ● Administrative intervention and response ● In-school suspension up to 3 days 	<ul style="list-style-type: none"> ● Classroom-based intervention, responses, and management ● Administrative intervention and response ● In-school suspension up to 3 days
LEVEL 3	<ul style="list-style-type: none"> ● Administrative intervention and response ● Alternatives to suspension ● In-school suspension up to 3 days ● Out-of-school suspension up to 3 days 	<ul style="list-style-type: none"> ● Administrative intervention and response ● Alternatives to suspension ● In-school suspension up to 5 days ● Out-of-school suspension up to 5 days
LEVEL 4	<ul style="list-style-type: none"> ● Administrative intervention and response ● Alternatives to suspension ● In-school suspension up to 3 days ● Out-of-school suspension (up to 3 days for PreK - grade 3; up to 10 days for grades 4 - 5) ● Recommendation for Long-term Suspension (LTS) / Expulsion ● Threat assessment ● Report to law enforcement as required 	<ul style="list-style-type: none"> ● Administrative intervention and response ● Alternatives to suspension ● In-school suspension up to 5 days ● Out-of-school suspension up to 10 days ● Recommendation for Long-term Suspension (LTS) / Expulsion ● Threat assessment ● Report to law enforcement as required
LEVEL 5	<ul style="list-style-type: none"> ● Out-of-school suspension (10 days) and Recommendation for LTS / Expulsion required ● Threat assessment ● Report to law enforcement as required 	<ul style="list-style-type: none"> ● Out-of-school suspension (10 days) and Recommendation for LTS / Expulsion required ● Threat assessment ● Report to law enforcement as required

SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional Learning (SEL) is designed to foster the development of cognitive, affective, and behavioral competencies. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities;

- manage emotions;
- achieve personal and collective goals;
- feel and show empathy for others;
- establish and maintain supportive relationships; and
- make responsible and caring decisions.

As part of their growth and learning, students develop the skills and knowledge they need to communicate appropriately, interact with peers and adults productively, resolve conflicts effectively, and manage emotions successfully. These competencies have a positive impact on academic achievement, sense of belonging, academic emotions and attitudes, and interpersonal relationships. Attendance, learning, student behavior, and ultimately school safety positively benefit from strong social emotional skills.

Social emotional competencies and skills prepare students to be successful in school, in employment, and in life. Instructional and counseling staff use a variety of practices and strategies to build on students' existing skills. School leaders consistently model good practices, proactively train staff, welcome parents as partners, focus on relationships (student-student, adult-student, adult-adult), and use positive discipline policies. Research shows that social and emotional learning (SEL) helps create and is most effective in safe and supportive learning environments.

STUDENT BEHAVIOR CATEGORIES

The Virginia Board of Education sorted behaviors into six (6) categories to reflect the impact on learning, operations, other individuals, the school environment, and safety. The categories encourage administrators, teachers, parents, and counselors to be aware of students' social-emotional development and emphasize the importance of helping students achieve academically, socially, and behaviorally. In depth explanation of categories and behaviors are in the pages that follow.

- **BAP: Behaviors that Impede Academic Progress**
- **BSO: Behaviors Related to School Operations**
- **RB: Relationship Behaviors**
- **BSC: Behaviors that Present a Safety Concern**
- **BESO: Behaviors that Endanger Self or Others**
- **PD: Behaviors that Determine Persistently Dangerous Schools**

BEHAVIORS BY CATEGORY WITH RESPONSE LEVELS

Behaviors are organized by category with the designated leveled administrative response.

Depending on the severity of the behavior, short-term and long-term removal from the classroom or the traditional school setting may be appropriate. These may include in-school suspensions, out-of-school suspensions, recommendations for long-term suspension/expulsion, alternative placement.

In accordance with §22.1-279.3:1.A. of the *Code*, behaviors must be reported to the Hampton Police Division are identified in the HCS Code of Conduct with a shield icon (🛡️).

Behaviors involving the possession, use, consumption, or distribution of alcohol or drugs will require the student to participate in a substance abuse education program. Those behaviors are indicated with a diamond symbol (◆).

Behaviors considered potentially dangerous to the safety of the individual, others, and/or the school may require a Threat Assessment to determine the level of potential risk a student poses to self or others. Those behaviors are indicated with a flag symbol (🚩). (HCS Policy EBB)

CATEGORY BAP: Behaviors that Impede Academic Progress		
<i>These behaviors impede academic progress of the student or 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.</i>		
Behavior	K - 5 Disposition	6 - 12 Disposition
Interfering with learning in the classroom <i>(examples include talking, excessive noise, off-task, out of seat, possessing items that distract)</i>	LEVEL 1	LEVEL 1
Interfering with learning outside of the classroom <i>(examples include excessive noise, interrupting a class)</i>	LEVEL 1	LEVEL 2
Scholastic dishonesty <i>(cheating, plagiarism, forgery, lying, stealing, or any other acts of dishonesty related to academics)</i>	LEVEL 1	LEVEL 1
Unexcused tardiness to class <i>(A student is considered tardy to class if he/she is not in the classroom when the class is scheduled to begin.)</i>	LEVEL 1	LEVEL 1
Unexcused tardiness to school <i>(A student is considered tardy to school if he/she is not in the classroom when the school day is scheduled to begin.)</i>	LEVEL 1	LEVEL 2

CATEGORY BSO: Behaviors Related to School Operations		
<i>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.</i>		
Behavior	K - 5 Disposition	6 - 12 Disposition
Altering an official document or record	LEVEL 2	LEVEL 2
Giving false information, misrepresentation <i>(e.g., intentional or repeated cheating, plagiarism, lying)</i>	LEVEL 2	LEVEL 2
Refusal to comply with requests of staff in a way that interferes with the operation of the school	LEVEL 2	LEVEL 2
Failure to be in one's assigned place <i>(this includes skipping a class or activity with no justifiable reason, as well as leaving class prior to the time of dismissal without permission of the teacher)</i>	LEVEL 2	LEVEL 2
Failure to attend assigned disciplinary setting <i>(detention, in-school suspension, Saturday school, Alternatives to Suspension)</i>	LEVEL 2	LEVEL 2
Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	LEVEL 2	LEVEL 2

Dress Code Violation	LEVEL 1	LEVEL 1
Gambling (including games of chance for money or profit as defined in § 18.2-46.1. Possession of gambling devices and paraphernalia is prohibited.)	LEVEL 2	LEVEL 2
Possessing items that are inappropriate for school (examples include toys, literature, electronics)	LEVEL 1	LEVEL 1
Possession of stolen items	LEVEL 3	LEVEL 3
Unauthorized use of school electronic or other equipment	LEVEL 1	LEVEL 2
Violation of the Acceptable Use of Technology/internet policy	LEVEL 2	LEVEL 2
Violation of school board policy regarding the possession or use of portable communication devices	LEVEL 2	LEVEL 2
Vandalism, graffiti, or other damage to school or personal property (Thoughtless defacement, damage, or destruction and willful or malicious acts of damage or destruction of public/school property)	LEVEL 2	LEVEL 2

CATEGORY RB: Relationship Behaviors

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.

Behavior	K - 5 Disposition	6 - 12 Disposition
Bullying with no physical injury	LEVEL 3	LEVEL 3
Cyberbullying	LEVEL 3	LEVEL 3
Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	LEVEL 2	LEVEL 2
Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	LEVEL 3	LEVEL 3
Stealing money or property without physical force	LEVEL 3	LEVEL 3
Speaking to another in an uncivil, discourteous manner	LEVEL 2	LEVEL 2
Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	LEVEL 3	LEVEL 3
Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	LEVEL 2	LEVEL 2

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 3	LEVEL 3
Failure to respond to questions or requests by staff	LEVEL 2	LEVEL 2
Unwanted or inappropriate physical contact	LEVEL 3	LEVEL 3

CATEGORY BSC: Behaviors of a Safety Concern

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 is usually indicated in any behavior that creates a safety concern.

Behavior	K - 5 Disposition	6 - 12 Disposition
Alcohol: Possessing, using, or being under the influence of alcohol ♦ 🚫	LEVEL 4	LEVEL 4
Alcohol: Distributing alcohol to other students ♦ 🚫	LEVEL 4	LEVEL 5
Drugs: Possessing drug paraphernalia ♦ 🚫	LEVEL 3	LEVEL 3
Drugs: Violating school board non-prescription (over the counter) medication policy or look-alike drug policy	LEVEL 3	LEVEL 3
Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment	LEVEL 3	LEVEL 3
Bullying Behavior without physical injury that continues after intervention <i>(Bullying that leads to physical injury will be classified as Assault and Battery.)</i> 🚫	LEVEL 4	LEVEL 4
Cyberbullying that continues after intervention <i>(Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.)</i> 🚫	LEVEL 4	LEVEL 4
Bus: Endangering the safety of others on the bus <i>(Serious or repeated incidents of bus misconduct will result in denying the student the privilege of riding on the bus.)</i>	LEVEL 4	LEVEL 4
Fire alarm: Falsely activating a fire or other disaster alarm	LEVEL 3	LEVEL 4
Fire related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	LEVEL 3	LEVEL 4
Engaging in reckless behavior that creates a risk of injury to self or others (including reckless use of a vehicle on school property) 🚫	LEVEL 3	LEVEL 4
Fighting that results in no injury as determined by school administration	LEVEL 3	LEVEL 3
Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	LEVEL 4	LEVEL 4

Throwing an object that has the potential to cause a disturbance, injury, or property damage	LEVEL 3	LEVEL 3
Shoving, pushing, striking, biting another student with no visible injury	LEVEL 3	LEVEL 3
Exposing body parts, lewd or indecent public behavior 🗡️ 🚩	LEVEL 3	LEVEL 4
Physical contact of a sexual nature – e.g., patting body parts, pinching, tugging clothing 🗡️ 🚩	LEVEL 3	LEVEL 3
Stalking 🗡️ 🚩	LEVEL 4	LEVEL 4
Stealing money or property using physical force (no weapon involved)	LEVEL 4	LEVEL 4
Leaving school grounds without permission	LEVEL 2	LEVEL 2
Trespassing	LEVEL 2	LEVEL 3
Possessing dangerous instruments/substances that could be used to inflict harm upon another 🚩	LEVEL 4	LEVEL 4
Weapons: Possessing any weapon (other than a firearm) (as defined by § 18.2 - 308.1) 🚩	LEVEL 4	LEVEL 4

CATEGORY 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. 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.

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

Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications ♦ 🚫	LEVEL 4	LEVEL 4
Fire: Attempting to set, aiding in setting, or setting a fire 🚩	LEVEL 5	LEVEL 5
Gang-Related Behavior (<i>Engaging in threatening or dangerous behavior that is gang-related</i>) 🚩	LEVEL 4	LEVEL 4
Hazing 🚩	LEVEL 4	LEVEL 4
Threatening, intimidating, or instigating violence, injury, or harm to a staff member or members 🚫 🚩	LEVEL 4	LEVEL 4
Threatening, intimidating, or instigating violence, injury, or harm to another student(s) or other(s) 🚩	LEVEL 4	LEVEL 4
Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel 🚫 🚩	LEVEL 4	LEVEL 4
Using an object not generally considered to be a weapon to threaten or attempt to injure students or others 🚫 🚩	LEVEL 4	LEVEL 4
Bomb threat –Making a bomb threat 🚫 🚩	LEVEL 5	LEVEL 5

CATEGORY PD: Behaviors that Determine Persistently Dangerous Schools

These behaviors are used to identify schools as persistently dangerous. Behaviors that rise to this level of severity are unconditionally referred to law enforcement as they have a significant negative impact on the safety of schools. 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.

Behavior	K - 5 Disposition	6 - 12 Disposition
Homicide by Firearm 🚫 🚩	LEVEL 5	LEVEL 5
Homicide by other Weapon 🚫 🚩	LEVEL 5	LEVEL 5
Sexual assault (Physical sexual aggression and/or forcing another to engage in sexual activity) 🚫 🚩	LEVEL 5	LEVEL 5
Attempted Sexual assault 🚫 🚩	LEVEL 5	LEVEL 5
Use of a Bomb 🚫 🚩	LEVEL 5	LEVEL 5
Assault with Firearm or Weapon (<i>as defined in the Code of Virginia § 22.1-277.07</i>) 🚫 🚩	LEVEL 5	LEVEL 5
Actual or Attempted Robbery 🚫 🚩	LEVEL 5	LEVEL 5

Kidnapping/Abduction 🚩🚩	LEVEL 5	LEVEL 5
Malicious Wounding without a Weapon 🚩🚩	LEVEL 5	LEVEL 5
Aggravated Sexual Battery on a Student 🚩🚩	LEVEL 5	LEVEL 5
Illegal Possession of Handgun 🚩🚩	LEVEL 5	LEVEL 5
Illegal Possession of Rifle or Shotgun 🚩🚩	LEVEL 5	LEVEL 5
Illegal Possession of Any Other Projectile Weapon 🚩🚩	LEVEL 5	LEVEL 5
Illegal Possession of Bomb 🚩🚩	LEVEL 5	LEVEL 5
Firearms: Illegal Possession of Other Firearms 🚩🚩	LEVEL 5	LEVEL 5
Drugs: Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell 🚩🚩	LEVEL 5	LEVEL 5

DEFINITIONS

Academic Dishonesty/Cheating

Cheating, plagiarism, forgery (including computer forgery), lying, stealing, or any other acts of dishonesty will not be tolerated. This includes plagiarism which is the claiming credit or authorship for activities that are not of the student’s origination. It also includes forgery or the writing or using of a signature or initials of another person without consent for the purpose of misleading someone. It also means the verbal claim that a person gave consent or permission.

Students will not receive credit for their work if it has been determined that they cheated on it. This may pertain to tests, class work, homework, special projects, or other written or constructed materials. Repeated violations may be addressed as more serious offenses. Cheating may also result in denial of membership into school honor societies and/or other school honors programs. Additionally, the Virginia Department of Education considers the violation of any SOL testing protocol as cheating.

Aggravating Circumstances

“Aggravating circumstances” (§22.1-277 and §22.1-277.05 of the *Code of Virginia*) means:

1. That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
2. That a student’s presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
3. That a student engaged in a serious offense that is persistent (repeated similar behaviors are documented on the student’s disciplinary record), and unresponsive to targeted interventions as documented through an established intervention process.

Alcohol and Drugs (HCS Policies JFCH and JFCI)

Having on one’s person or in one’s possession, being under the influence of, using or consuming, attempting to obtain, giving, or attempting to give for profit, any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, steroid, inhalant, any substance purporting to be a controlled drug, any controlled drug or synthetic drug as defined by state law is not allowed. In addition, the use or possession of over-the-counter medication or substances for the purposes of intoxication is prohibited. In accordance with § 22.1-277.2:1 of the

Code of Virginia, students found in possession of, under the influence of, or distributing alcohol or drugs in violation of school board policy, will be required to undergo evaluation for alcohol or drug abuse and participation in a substance abuse treatment program.

Arson

The *Code of Virginia* § 18.2-79 prohibits the burning or destroying of any school. The destruction may be in whole or in part--only a slight burning is necessary to violate this section of the *Code*. Incidents that rise to the level of arson of a school should be turned over to law enforcement for investigation.

Assault and Battery

Assault is a threat of bodily harm. Battery is wrongful physical violence or constraint inflicted on a human being without consent. Unlawfully placing a staff member or student in fear of bodily harm through physical, verbal, written or electronic threats is forbidden. Acts of physical abuse, violence, or constraint are forbidden.

Attendance: Chronic Absenteeism

Absenteeism labeled as chronic incorporates all absences: excused, unexcused, and suspensions. Addressing chronic absenteeism focuses on the academic consequences of lost instructional time and on preventing absences before students miss so much school that they fall behind. It recognizes that students miss school for many understandable issues such as asthma or homelessness or unreliable transportation, for which a punitive response is not appropriate. Chronic absenteeism should be seen as a symptom of an underlying issue and should be addressed via a tiered system of support framework. That framework includes working with juvenile and domestic court services personnel to address the underlying issues before a student in Need of Services (CHINS) petition is filed.

Attendance: Truancy

Section 22.1-254 of the *Code of Virginia* addresses compulsory attendance, excuses and waivers, alternative education program attendance, and exemptions. "*Truancy*" means unexcused absence from school. A student displays truant behavior with a single unexcused absence from school, but a student needs to reach or surpass a certain number of unexcused absences to be considered chronically truant. According to § 16.1-228.A. of the *Code of Virginia*, the following criteria defines a "student in need of supervision" who is truant:

1. A student who, while subject to compulsory school attendance, is habitually and without justification absent from school;
2. The student has been offered an adequate opportunity to receive the benefit of any and all educational services and programs that are required to be provided by law and which meet the student's particular educational needs;
3. The school division from which the student is absent or other appropriate agency has made a reasonable effort to affect the student's regular attendance without success; and
4. The school division has provided documentation that it has complied with the provisions of § 22.1-258 that address actions to be taken when a pupil fails to report to school.

Bike Helmet Safety (HCS Policy JHFD)

According to city ordinance in the City of Hampton, all persons aged fourteen (14) years or younger are required to wear a protective bicycle helmet when riding a bicycle. This includes students who ride bicycles to and from school. School staff will monitor students who ride bicycles to and from school in order to enforce this ordinance. Students who fail to wear the approved helmets will be given a warning on the first offense. On subsequent offenses, the students will be disciplined according to recommended disciplinary action. In addition, reports will be made to the Hampton Police Division. A violation of this ordinance will be punishable by a fine of twenty-five dollars (\$25.00). However, the fine may be suspended for (i) first-time violators or (ii) any violator who purchases a helmet before the imposition of the fine.

Bomb Threat

Threats to bomb or damage buildings and giving false information as to danger to such buildings are prohibited by § 18.2-83 of the *Code of Virginia*. Definitions of explosive material, fire bomb, and hoax explosive device are defined in § 18.2-85.

Bullying (HCS Policy JGB)

Bullying includes any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma (§ 22.1-276.01). Bullying includes, but is not limited to, threatening, intimidation, stalking, physical violence, theft, public humiliation, destruction of school or personal property; rumor or spreading of falsehoods; social exclusion, including incitement and /or coercion, sexual, religious, or racial harassment and cyber abuse. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.

Cyberbullying or cyber abuse includes, but is not limited to, the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting, social websites (e.g., Facebook, Twitter, Instagram) chat rooms, sexting, instant messaging, or video voyeurism. In order for action to be taken by school administrators, it must create a disruption to learning, operations, or safety.)

It is the goal of Hampton City Schools to provide a school environment free from all forms of bullying, harassment, and/or intimidation. The Hampton City School Board is committed to a safe, healthy and bully-free environment. The Board recognizes that in order to achieve high academic standards, it is essential that all students and staff members be provided a productive and positive educational environment.

The Hampton City School Board strictly prohibits bullying, and therefore students or staff members engaging in such behavior are subject to disciplinary action. Any staff member who engages in bullying behavior or fails to report observed behavior involving students will be subject to disciplinary action, which may include dismissal. Staff members are expected to immediately intervene when any act of bullying involving a student is observed. This prohibition includes the bullying of any person while on school property, at school-sponsored or school-related activities. This prohibition also includes bullying through the use of electronic technology. Bullying behavior which occurs at other times or places, including bullying through the use of electronic technology, is also prohibited and subject to disciplinary action when the behavior creates or threatens to create a substantial disruption to the work and discipline of the school or department.

Reporting Procedures

- Any student or parent alleging a violation of this policy should make a report of such a violation to a teacher, school counselor, or building administrator.
- Any student or parent alleging that the building administrator is involved in the violation or has allowed it to occur should contact the Executive Director of Human Resources.
- Allegations involving School Board members should be reported to the School Board chairperson.
- In cases where the violation involves allegations of student abuse/neglect, HCS is governed by the protocols for reporting set forth in HCS Policy JHG and the *Code of Virginia*, § 63.2-1509. In cases where the violation involves allegations of harassment, the building administrator is governed by the protocol set forth in HCS Policy GBAB.

Bus Safety (HCS Policies JFCC & EEACC)

Rules governing student conduct apply not only at school but also on a school vehicle, while on a school-sponsored trip, on the way to and from school, and at the bus stop (*Code of Virginia* § 22.1-279.3:1). This includes all activities that are in violation of standard bus rules and which may divert the bus driver's attention and create a danger to all riders.

1. The driver is in charge of the bus and all students.
2. Students must observe directions given by the driver when entering or leaving buses.
3. Students, when asked to identify themselves by the driver, must do so. Any attempt to falsify names or refusal to give a name will be considered an act of misconduct and will be treated accordingly.
4. We ask parents to recognize that HCS will not allow a prekindergarten or kindergarten student to get off the bus without an approved adult to meet them at the bus stop. Approved adults must have their identification and student card ready so the driver can verify that it is safe to release the student to them.
5. All Hampton City School rules apply on the bus ride, at the bus stop and coming and going from home to the bus stop. Parents are asked to remind their students to respect the private property of homeowners and business-owners that may surround their bus stop.
6. Excessive noise, obscene language and gestures are prohibited and may be considered as reasons for disciplinary action and suspension from the bus.
7. Bottles, cans, waste paper trash of any sort, and foodstuffs (except in lunch containers) are not to be brought on the buses.
8. Students must not extend arms or head out of the bus windows.
9. Students must not throw any items inside the bus or out of the bus windows.
10. Any act of vandalism will be considered a serious offense. Cost for repair will be charged to the parents of any student guilty of such an act. All acts of vandalism are to be reported immediately to the bus operator.
11. Students who have been seated must remain seated while the bus is in motion. Students should not try to get on or off the bus or move about while the bus is in motion. Parents are asked to remind their students to wait for the bus to come to a complete stop before approaching the bus to board and before exiting the bus.
12. After exiting the bus at the bus stop, students who must cross the street must cross in front of the school bus while the bus remains stopped with red lights flashing and the crossing arms extended.
13. Parents are reminded when driving, they must slow down and be alert when passing a bus stop, and should keep an eye out for students who are walking to their stop.
14. It is illegal and very dangerous to pass a stopped school bus when the warning lights are flashing. Students getting on or off the bus expect that the vehicles around them will follow the rules and stop. Failing to stop can have legal penalties.
15. Remember that parents are prohibited from boarding the bus at any time without the permission of the driver.

Contraband

Students who find that they have brought contraband or items not allowed on school property into the schools, by mistake, should immediately report this information to a staff member. Students who report contraband in this manner will be given consideration in any discipline hearings.

Dress Code for Students (HCS Policy JFCA)

Hampton City Schools supports the belief that there is a direct correlation between student dress and classroom attitude and achievement. Therefore, students enrolled in Hampton City Schools will adhere to the dress code (Policy JFCA) and guidelines as established by the Hampton School Board.

Students are expected to maintain good grooming habits and appropriate dress. Clothing and accessories should promote a positive image, be of acceptable social standards, and should not be offensive or distracting to the learning environment.

Discretion should be exercised by parents and students when choosing articles of clothing such as current fashion fads that are distracting to the learning environment. Students failing to comply with the Student Dress Code will be advised accordingly. These students may be detained in the office or other designated areas by the building

administrator/designee until the parent brings a change of clothing or the parent permits the student to return home to change.

The school staff reserves the right to rule on clothing fads, symbols and articles. The interpretation of the building administrator/designee will be final.

The following clothing will not be worn by students in school:

- Specific head coverings that are not related to or required by the student’s bona fide religious practices or medical condition.
- Masks that prohibit facial recognition will not be worn while in school. Approved masks may be worn for medical reasons. Students may be required to wear face coverings in the school building during times of potential health risk. The Coordinator of Health Services will consult with school nurses and/or school administrators to provide direction regarding mask/face covering usage.
- Tank tops, halter-tops, tube tops, fishnet shirts or tops, strapless dresses or tops with shoulder straps less than 3 inches wide; shirts, blouses or dresses which expose the midriff, navel or cleavage; shirts worn as dresses.
- Stretch lycra, spandex or nylon tights, leotards, biker shorts, or cutoffs worn as an outer garment; underwear worn as outer garments or clothing that exposes underwear.
- Hemmed walking shorts, shorts, skirts, or dresses that do not reach at least to the tips of the fingers with both the student’s hands (extended down) at their sides.
- Clothing that sags below the waistline or must be held in place with the hands; splits in skirts/dresses or holes/shreds in pants that are above fingertip length.
- Clothing, jewelry, accessories or other items of adornment displaying obscene or violent themes, designs or pictures; conveying sexually suggestive, alcohol, or drug-related messages; containing profanity, or that otherwise interferes with the instructional process, presents a health or safety hazard, or could be used as a weapon.

Appropriate footwear must be worn at all times in school buildings. Bedroom slippers are prohibited and shoes must be fastened with the appropriate closures. Elementary school aged children are required to wear shoes that enclose the entire foot. Shoes should not pose a health or safety hazard to students. Appropriate footwear must be worn during physical education activities.

Schools with School Board-approved uniforms will continue to be optional for the 2023-2024 school year.

Drug-Related Offenses

School board policy, in accordance with § 22.1-277.08. of the *Code of Virginia*, permits, but does not require, the long-term suspension or expulsion of any student determined to have brought a controlled substance, imitation controlled substance, or marijuana as defined in § 18.2-247. onto school property or to a school sponsored activity.

Fighting

Participation in a physical conflict/fight (physical confrontation, tussle, physical aggression) is forbidden. Fighting is the physical act of aggression between two or more individuals. Regardless of which participant is the aggressor, if students engage in mutual physical conflict it is considered fighting for all participants. Luring others to a fight, instigating a fight, encouraging others to fight and/or cheering on a fight are also forbidden.

Gambling

Section 18.2-325 of the *Code of Virginia* defines illegal gambling as the “making, placing, or receipt, of any bet or wager of money or other thing of value, made in exchange for a chance to win a prize, stake or other consideration or thing of value” (§ 18.2-46.1). Possession of gambling devices and paraphernalia is prohibited. A

gambling device includes any device, machine, paraphernalia, equipment, or other thing, including books, records, and other papers, which are actually used in illegal gambling operations or activity.

Gang Related Behavior

The *Code of Virginia* (§ 18.2-46.1) defines gang as “any ongoing organization, association, or group of three or more students, whether formal or informal, (i) which has as one of its primary objectives or activities the commission of one or more criminal activities, (ii) which has an identifiable name or identifying sign or symbol, and (iii) whose members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of common act or transaction.” Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). (HCS Policy JFCEA)

Section 16.1-260.G of the *Code of Virginia* requires an intake officer to report to the Superintendent/designee any student against whom a petition is filed for certain offenses including (1) prohibited street gang activity, and (2) recruitment of other juveniles for a criminal street gang activity.

Hazing

The reckless or intentional endangerment of the health or safety of a student or students or the infliction of bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students endangered or injured participated voluntarily in the relevant activity (as defined in § 18.2-56 and noted in § 22.1-279.6).

Leaving School Grounds Without Permission

Hampton City Schools does not have an open campus policy. Unless special permission is granted, students are expected to remain on school grounds from the beginning of the school day until dismissal or their last scheduled classes are completed. Students are not authorized to leave school grounds for lunch. If a student leaves during an incident in a way that is endangering to self or others, the incident will be treated as engaging in reckless behavior.

Motorized Vehicles and Skateboards (HCS Policy JHFD)

Students are not allowed to operate unlicensed motor vehicles, skateboards or scooters on school property at any time. The speed limit on school grounds is 15 miles per hour. The reckless or careless use of vehicles endangers the physical safety and property of others. Serious or repeated incidents of reckless or careless use of motor vehicles may result in a refusal to permit high school students to operate a vehicle on school grounds.

Profane or Obscene Language or Conduct

In accordance with § 22.1-279.6.C. of the *Code*, school board student conduct policies are required to prohibit profane or obscene language or conduct. Conduct typically prohibited under this provision includes swearing and obscene/offensive gestures, materials, and communications.

Property Violations

Property violations include, but are not limited to, arson, destruction of property, vandalism, and theft. According to § 22.1-280.4 of the *Code*, school boards are authorized to seek reimbursement from a pupil or the pupil's parent for any “actual loss, breakage, or destruction of or failure to return property, owned by or under the control of the school board, caused or committed by such pupil in pursuit of his studies.”

Sexual Harassment

All students are entitled to work and learn in school and school-related environments that are free of sexual harassment. The Board prohibits employees and students from engaging in sexual harassment and advises employees and students that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension/expulsion (for students), subject to applicable procedural requirements. Hampton City Schools will follow all amended regulations under Title IX of the *Education Amendments Act of 1972*.

Stalking

Stalking is defined in § 18.2-60.3 of the *Code of Virginia* as conduct, occurring on more than one occasion and directed at another person, that places that other person in reasonable fear of death, criminal sexual assault, or bodily injury. Reports of stalking will be turned over to law enforcement for investigation.

Theft/Larceny

Theft is the wrongful taking of the property of another without the owner's consent and with the intention of permanently depriving the owner of possession of the property.

Threats and/or Intimidation

Verbal or written threats to kill or to do bodily harm "to any person or persons, regardless of whether the person who is the object of the threat actually receives the threat, and the threat would place the person who is the object of the threat in reasonable apprehension of death or bodily harm" are specifically prohibited (§ 18.2-60). Threatening extends to include intimidation and instigating violence. Behaviors involving a weapon or physical harm are addressed as more serious offenses.

Tobacco, Possessing/Using/Distributing (HCS Policies GBK, JFCG, and KO)

The School Board of the Hampton City Schools is committed to providing a healthy and productive environment for its students, staff, and visitors. Accordingly, the School Board prohibits the use and distribution of all tobacco products by its staff, parents and adult visitors anywhere in or on school division property, as set forth in this Policy JFCG, and prohibits both the use and possession of all tobacco products by its students and non-adult visitors as set forth in this policy. For purposes of this policy, tobacco products will include devices referred to as "electronic smoking devices," or similar devices (including, but not limited to, vapes).

Trespassing

Trespassing, unauthorized presence on school property that occurs outside of school hours or is deemed to have an unlawful purpose, is forbidden. This includes a student's presence during the school day on the property of a school in which a student is not enrolled. Also, while on suspension, students may not go on the property of any school in Virginia and may not attend any school activities, including athletic events and competitions, field trips, or conferences until reinstated) (§ 22.1-279.6 and § 18.2-128).

As per § 22.1-279.6 of the *Code of Virginia*. "Trespassing should be used to report instances of unauthorized student presence that occur outside of school hours or are deemed to have an unlawful purpose." These instances should be reported to law enforcement as they are violations of § 18.2-128. of the *Code of Virginia*. Anyone, including students, who enters school property at nighttime without the consent of an authorized person except to attend an approved meeting or activity may also be charged with trespassing (HCS Policy KK).

Weapons

Possession or use of firearms or weapons is prohibited on school property at all times and at all school events (HCS Policy JFCJ). Students are forbidden to have weapons, use weapons or to use other objects as weapons on school property, in vehicles on school property, or at school activities. Claims of self-defense do not constitute a valid defense for the possession of a weapon on school property or at any school-sponsored activity. Exceptions to this policy include tools students use while participating in an authorized curricular course or extracurricular activity or team.

Examples of weapons will include, but are not limited to, the following:

- handgun, revolver, pistol, shotgun, or rifle
- pneumatic gun or rifle that is air powered (e.g., BB, paintball gun, or pellet gun)
- any item designed to expel a projectile or that may be readily converted or modified manufactured guns to expel a projectile by the action of an explosive device
- any item designed to expel a projectile by the action of an explosive - including firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, a zip or starter gun
- taser, stun gun, or stun weapon
- look-alikes
- any weapon that explodes, is designed to explode with the use of a triggering device or by a chemical reaction that causes an explosion, or may be readily converted to explode
- knife less than three inches, razor, razor blades, switchblade knife, box cutters, fireworks, firecrackers, stink bombs
- knife with a blade of three inches or more
- any item, instrument, or object that is designed or may be readily converted and/or flailed to inflict harm on another person (e.g., golf club, baseball bat, chains, nunchucks, blackjack or billy club)
- any disc having at least two points or pointed blades which is designed to be thrown or propelled (e.g., throwing star)
- ammunition
- any substance used as a weapon to include mace, tear gas or pepper spray

Carrying, bringing, using, or possessing dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity on or off school property is grounds for disciplinary action. Dangerous instruments, for example, may include letter openers, screwdrivers, hammers, hatchets, and other devices that could be used to inflict harm upon another person.

STUDENT CONDUCT POLICIES AND PROCEDURES

DUE PROCESS (HCS Policy JFA)

Students have the right to procedural due process in all cases of disciplinary exclusion from the regular classroom setting: suspension, long-term suspension, expulsion or alternative education placement. This will include a notice of the charges, a right to be heard and the right to appeal decisions to a higher authority.

Students should be knowledgeable about procedural due process and follow the published rules for hearings and appeals. Such rules and regulations are found in the Students' Rights and Responsibilities Code of Student Conduct. Each student receives a hard copy and/or electronic access to the updated handbook each year. Additional copies of the handbooks are available in all schools and offices. The handbook is also available on the Hampton City Schools' website.

PRIVACY

Students have the right to privacy. There must be reasonable suspicion to believe that prohibited, illegal, stolen or dangerous articles are contained on the student, the student's personal property, or the student's car, before a specific search is authorized by the building administrator/designee, except in random metal detector or canine searches. In such instances the building administrator/designee has the authority to search a suspected student, the student's property, or the student's car.

Students have the responsibility not to endanger themselves, other students, school personnel, or the general public by possessing materials or objects on school property which are potentially hazardous and prohibited by federal, state, or local law, or the provisions of this code.

SEARCH AND SEIZURE (HCS Policy JFCL)

To maintain order and discipline in schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student belongings, student lockers, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any items described as unauthorized in school rules available beforehand to the student.

The locations at which searches of students and student property may be conducted are not limited to the school building or school property. Searches may be conducted wherever the student is involved in a school-sponsored function.

Random searches may be conducted on school property using metal detectors or dogs capable of detecting drugs, bombs and firearms. These random searches may be conducted during the regular school day or at school-related activities. These are authorized searches conducted by school personnel or specially trained law enforcement agencies under the supervision of school personnel.

Personal Searches (HCS Policy JFCL)

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched by a school official whenever there is *reasonable suspicion* that the student is in possession of illegal or unauthorized materials or that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible.

If the school official has reasonable suspicion to believe that the student has on his or her person an item that is dangerous to the student or to others, a more thorough search of the student's person may be conducted. Such a search will be conducted in private by a school official of the same sex, with an adult witness of the same gender present.

Students who leave and return to school without proper authorization are subject to search, both of their person and their vehicle (if applicable).

Locker And Desk Searches (HCS Policy JFCL)

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned lockers at all times. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

Automobile Searches (HCS Policy JFCL)

High school students are permitted to drive to and from school as a matter of privilege, not a right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property. For their safety, students who drive to school should park in assigned student parking lots. The interior of, or containers on/in, student vehicles may be searched whenever a school authority has reasonable suspicion to believe the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Students are not permitted access to vehicles during the school day without written permission from the administration. If a student leaves and returns to school without proper authorization, they are subject to search, both of their person and their vehicle.

Electronic Device Searches (HCS Policy JFCL)

School-issued electronic devices, software and internet access are school property. Students are only authorized to use school computers and other similar educational technology consistent with the educational mission of the school and in accordance with Policy IIBEA – Acceptable Use. School officials may search school-issued electronic devices, software and internet access records at any time for any reason and without student consent.

In addition, personal electronic devices to include cell phones on school property may be subject to search with reasonable suspicion that the device was used in violation of school policy.

Seizure Of Illegal Materials (HCS Policy JFCL)

If a search yields illegal or contraband materials, such findings will be turned over to proper legal authorities for ultimate disposition.

SURVEILLANCE CAMERAS

For safety and security, surveillance cameras may be used in strategic places throughout school buildings, including school entrances and on school buses. Video cameras and other recording devices may be used by school staff members during the school day, at class/school disturbances and at school-related activities.

CORPORAL PUNISHMENT PROHIBITED (HCS Policy JGA)

As defined in Section A of the *Code of Virginia* (§ 22.1-279.1), no teacher, principal or other person employed by a school board or employed in a school operated by the Commonwealth will subject a student to corporal punishment. This prohibition of corporal punishment will not be deemed to prevent (i) the use of incidental, minor or reasonable physical contact or other actions designed to maintain order and control; (ii) the use of reasonable

and necessary force to quell a disturbance or remove a student from the scene of a disturbance which threatens physical injury to persons or damage to property; (iii) the use of reasonable and necessary force to prevent a student from inflicting physical harm on himself; (iv) the use of reasonable and necessary force for self-defense or the defense of others; or (v) the use of reasonable and necessary force to obtain possession of weapons or other dangerous objects or controlled substances or paraphernalia which are upon the person of the student or within his control.

OUT-OF-SCHOOL SUSPENSIONS (HCS Policies JGD and JGE)

Short-term Suspension

Short term suspension means any disciplinary action whereby a student is not permitted to attend school for a sufficient cause for a period not to exceed ten (10) school days. A student may be suspended by the building administrator/designee, dean, or in their absence, any teacher.

Days that students are not in school, due to holidays and cancellations, will not count toward suspension. A suspension will not exceed ten (10) school days unless a recommendation for long-term suspension/expulsion is pending.

A student has the right to a hearing prior to suspension by the building administrator/designee. The building administrator/designee will make best efforts to notify the student's parent/guardian by telephone if action is taken to suspend the student.

Appeal Process for Short-term Suspensions (HCS Policy JGD):

The student or parent may appeal a short-term suspension. If the student or parent appeals:

1. The student or parent must file a written request for an appeal to the building administrator/designee within two (2) school days of the suspension. This appeal request must specifically identify the nature of the appeal, such as the number of days is too high, or the student did not engage in the behavior, etc. Statements such as "not fair" or "the Principal does not like me" are not valid reasons to appeal a suspension.
2. Within two (2) school days of receipt of the written request the building administrator/designee will meet with the student and parent to hear the appeal.
3. The building administrator/designee will notify the parent of the decision within two (2) school days after the appeal. A letter stating the decision will be mailed to all parties, but the parent is encouraged to contact the school by phone for the decision.
4. The student or parent may appeal the building administrator/designee's decision by filing a written request for an appeal to the Superintendent/designee within two (2) school days of receipt of the notice of the building administrator/designee's decision (verbal or written).
5. Within two (2) school days of receipt of the written request for an appeal the Superintendent/designee will review all documents as well as any material or evidence in relation to the students' overall behavior. Based on the review, the Superintendent/designee will decide whether to affirm, modify or rescind the suspension.
6. Within two (2) school days of the review the Superintendent/designee will mail, by certified mail, the decision to all parties. The decision of the Superintendent/designee will be final and there will be no appeal to the School Board.

Student Suspension with Instruction Make-up Work Procedures (Secondary Schools) (HCS Policy JGDAA)

Students or parents may request make-up work during the suspension period, but no later than the first day of return after the suspension. Teachers will need at least 24 hours notice to provide assignment information, including any electronic resources or assignments. Each teacher will determine a reasonable due date for assignments.

Long-term Suspension or Expulsion (HCS Policy JGE)

The Superintendent/designee may suspend students on a long-term basis after following the procedure set forth below. A long-term suspension is any suspension for 11 to 45 school days. A long-term suspension may extend beyond a 45 school day period but will not exceed 364 calendar days if (i) the offense is one described in § 22.1-277.07 or § 22.1-277.08, or involves serious bodily injury or (ii) the School Board or Division Superintendent or Superintendent's designee finds that aggravating circumstances exist as defined by the Virginia Department of Education. An expulsion is an exclusion from school for a minimum of 365 calendar days. The starting date of an expulsion is the date the recommendation to expel is voted on by the School Board on the School Board meeting Agenda.

Generally, the length of a long-term suspension or expulsion will be dependent upon the nature of the offense and will be tied to a school semester or school year. The Board also has the authority to expel a student permanently from Hampton City Schools. When a student has been expelled permanently, that student may petition the Board to request reentry into the school system; however, the student must show undue hardship or changed circumstances, and NO petition should be submitted within a period of 180 days or 365 calendar days from the date of the expulsion.

When a building administrator/designee is considering long-term suspension, it is suggested that the Notice of Suspension specify that a recommendation for long-term suspension is being considered. The building administrator/designee must provide for a hearing with the student and parent and send a written decision within two (2) school days. The Superintendent/designee will provide for a hearing for the student and the parent on or before day nine (9) of the suspension. The Superintendent/designee will review the evidence presented at the hearing and will determine whether to affirm, modify, or disapprove the building administrator/designee's recommendation. The Superintendent/designee will provide a written decision on or before day ten (10) of the suspension. The parent will have three (3) school days from the Superintendent/designee's notice of the decision to file a written request for an appeal to the School Board, if desired. The student and his/her parents will be notified of the date when the School Board will meet and act on the recommendation. The hearing will be private. The decision of the School Board will be final.

Expulsion (HCS Policy JGE)

An expulsion recommendation follows the process for long-term suspension except the Superintendent/designee may impose a long-term suspension pending the action of the School Board. The parent will have three (3) school days from the Superintendent/designee's notice of decision to file a written request for an appeal, if desired. The School Board will establish a date, time and place for the appeal hearing to ensure that a decision is made within thirty (30) days of the Superintendent/designee's decision. Hearings will be private. The decision of the School Board will be final.

Reinstatement Procedures (HCS Policy JGE)

At the end of the long-term suspension or expulsion period, students will be considered for reinstatement. When a student has been expelled permanently, that student may petition the School Board to request reentry into the school system. Any student who has been expelled and who wishes to be readmitted shall file his/her initial petition for readmission no earlier than 320 calendar days and no later than 330 calendar days from the date of expulsion. The Board will consider the initial petition for readmission in such time that, if granted, the student may return to school no later than one calendar year from the date of expulsion. If granted, the Board may require the student to agree to a contract detailing behavioral expectations upon return to school. If the initial petition is not granted, the student may file another petition for readmission two (2) years after the date of expulsion or such earlier date established by the School Board. However, the School Board shall not be obligated to consider or act upon subsequent petitions.

MAJOR VIOLATIONS SUBJECT TO DISCIPLINARY ACTION

Since there are degrees of severity in the deviations from established rules and regulations, and there may be wide variations in the circumstances surrounding such infractions, fairness is better served by establishing a series of suggested alternatives rather than mandating specific actions.

Violations of established rules and regulations have been identified and have been categorized in terms of their impact on student learning, school operations, and safety of individuals and the learning environment. Those offenses are then leveled by the degree of seriousness. The levels provide a range of potential interventions, resolutions, and punitive responses. It should be understood that this is not a limiting document; not all possible violations have been identified and not all possible methods of resolutions have been listed. As with all situations, all charges will be identified, all decisions on disposition will be explained, and all such actions may be appealed through procedural due process. Teachers have the initial authority to remove disruptive students from the classroom. (HCS Policy JG)

REPORT OF CERTAIN ACTS (HCS Policies CLA and GBEB)

To School Authority: As defined in section A of the *Code of Virginia* (§ 22.1-279 3:1), reports will be made to the Division Superintendent and to the principal or designee on all incidents involving:

- i. the assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
- ii. the assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
- iii. any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
- iv. any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
- v. the illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;
- vi. any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
- vii. any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses; or
- viii. the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.

To Law Enforcement: As defined in section D of the *Code of Virginia* (§ 22.1-279.3:1), except as may otherwise be required by federal law, regulation, or jurisprudence, the principal will immediately report to the local law-enforcement agency any act enumerated in clauses (ii) through (vii) of subsection A that may constitute a criminal offense and may report to the local law-enforcement agency any incident described in clause (i) of subsection A.

Further, except as may be prohibited by federal law, regulation, or jurisprudence, the principal will also immediately report any act enumerated in clauses (ii) through (v) of subsection A that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal will report that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.

Rule violations, which may be reported to the Hampton Police Division, are identified in the HCS Code of Conduct with a shield icon (🛡️).

Prosecution of Juveniles as Adults for Certain Crimes

The law requires that local school boards provide information to students about the laws regarding the prosecution of juveniles as adults. Essentially, the law permits, under certain circumstances, juveniles to be prosecuted as adults for committing certain felonies. Additional information may be obtained from the Office of Student Services, One Franklin Street, Hampton, VA 23669.

ALTERNATIVE EDUCATION PLACEMENT FOR OFF-CAMPUS CRIMINAL BEHAVIOR (HCS Policy JGC)

The School Board or the Superintendent/designee may require students with certain disciplinary profiles to attend alternative educational placements. Referral of students to these alternative programs may be made regardless of where the disciplinary offense occurred. The disciplinary profiles may include, but are not limited to:

- Students charged (charged means a petition or warrant has been filed or is pending against the student) with an offense relating to the Commonwealth's laws, or a violation of School Board policies on weapons, alcohol, drugs, or intentional injury to another person;
- Students found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol or drugs, or of a crime that resulted in or could have resulted in injury to others, or for which the disposition ordered by a court is required to be disclosed to the Superintendent/designee pursuant to Subsection G of § 16.1-260 of the *Code of Virginia*;
- Students removed from class in accordance with Hampton City Schools' Policy JG;
- Students with a similar placement from another school division;
- Students returning from juvenile correctional centers, juvenile detention, jail, or other residential programs;
- Students found to have committed a serious offense or repeated offenses in violation of School Board policies;
- Students on long-term suspension or expulsion.

Except as specifically required by federal and state law, a student who has been suspended or expelled does not have a right to educational services. The student may be offered the opportunity to receive alternative educational services depending upon the student's disciplinary profile and the availability of space within the alternative program.

Students assigned to alternative placements through this policy are not eligible to participate in extracurricular or co-curricular activities during the placement.

ADMISSION OF LONG-TERM SUSPENDED OR EXPELLED STUDENTS (HCS Policy JGEA)

A student, who has been long term-suspended or expelled by a school board or a private school for certain offenses in violation of school board policies, may be excluded from attendance by a local school board regardless of whether such student has been admitted to another school division or private school in the Commonwealth or in another state subsequent to such expulsion or long-term suspension upon a finding that the student presents a danger to the other students or staff of the school division. Those offenses include violations related to: weapons, alcohol or drugs, destruction of school property or privately-owned property located on school property, or the willful infliction of injury to another person.

Long-term suspended students and parents/guardians will meet with the Superintendent/designee prior to enrolling to determine placement in any programs designated for long-term suspended students. Expelled students and parents/guardians will meet with the Superintendent/designee prior to enrolling to determine placement in any programs designated for expelled students.