

LYLBURN DOWNING MIDDLE SCHOOL STUDENT HANDBOOK

2024-2025



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Lexington City Schools and Lylburn Downing Middle School Vision, Mission, and Core Beliefs/Values

VISION STATEMENT

Creating Empowered Learners, Thinkers, and Citizens

MISSION STATEMENT

- Nurture
- Inspire
- Challenge

CORE BELIEFS/VALUES

We strive to create an engaging environment where:

- All children can learn and are given opportunities to grow.
- Diversity is recognized and celebrated.
- We foster caring and compassionate citizens.
- Authentic learning experiences connect students to real life.

LDMS Faculty and Staff
2024-2025

Office & Administration

Rebecca Walters – Superintendent
Jason White – Director of Operations & Student Services
Abbott Keesee – Principal of Lylburn Downing Middle
Cheryl Elliott – Secretary of Lylburn Downing Middle
Morgan Mohler- School Nurse

English

Spencer Golladay
Margaret Swisher
Eric Wilson

Science

Becky Sanders
Anna Swenty

Social Studies

Zachary Dishman
Rebecca Miller

Mathematics

Maria Nava
Jacob Zimmerman

Latin

Laura Joyner

Spanish

Caitlin Whitesell

Special Education

Taylor Eppard
Jenna Anderton

Reading

Krista Martino
Margaret Swisher
Spencer Golladay

Resource

Tracy Bond, Art
Theresa Bridge, Library
Karen Doyle, Music/Band/Chorus
Brian Smith, Physical Education
Sarah Leonard, School Counselor

Paraprofessionals

Joanna Hamilton
Gerri Rutan
Caleb Workman

Support Staff

Scott Lemmer, Technical Specialist/Data
Manager
Jen Hall, Division ITRT
Nathan Straub, Director of Technology

Cafeteria

Sandy Clarke
Sue Moore
Eva Ramsey

Custodians

Sherri Shaw
Quin Merchant

Lexington City School Board Directory

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Interim and Report Card Calendar 2024-2025

1. First nine weeks
 - a. September 4th - Interims due for review
 - a. September 9th – Interims go home
 - a. September 10th - Reading Fall Growth Assessment
 - a. September 17th - Math Fall Growth Assessment
 - a. October 11th – 9 weeks ends
 - a. October 16th – Grades and comments due for review
 - a. October 21st – Report Cards sent home
2. Second nine weeks
 - a. November 13th - Interims due for review
 - a. November 18th – Interims go home
 - a. December 20th – 9 weeks ends
 - a. January 21st - Reading Winter Growth Assessment
 - a. January 28th Math Winter Growth Assessment
 - a. January 7th – Grades and comments due for review
 - a. January 13th – Report Cards sent home
3. Third nine weeks
 - a. January 29th - Interims due for review
 - a. February 3rd – Interims go home
 - a. March 13th – 9 weeks ends
 - a. March 18th – Grades and comments due for review
 - a. March 24th – Report Cards sent home
4. Fourth nine weeks
 - a. April 10th - Interims due for review
 - a. April 21st – Interims go home
 - a. May 22nd – 9 weeks ends
 - a. May 24th – Grades and comments due for review
 - a. May 27th – Report Cards mailed home

LDMS Bell Schedule M, T, Th, F

First Bell.....	8:10
Pd 1.....	8:15-9:07
Pd 2.....	9:10-10:00
Pd 3.....	10:03-10:53
Pd 4.....	10:56 – 12:13
<i>A Lunch: 10:56-11:20</i>	
<i>B Lunch: 11:23-11:47</i>	
<i>C Lunch: 11:49-12:13</i>	
S.S.R.	12:16-12:25
Pd 5.....	12:25-1:14
Pd 6.....	1:17-2:07
Pd 7.....	2:10-3:00

LDMS Bell Schedule Wednesday

First Bell.....	8:10
Teacher Advisory Group (Character Strong) .	8:15-8:42
Pd 1.....	8:45-9:30
Pd 2.....	9:33-10:18
Pd 3.....	10:21-11:06
Pd 4.....	11:09-12:23
<i>A Lunch: 11:06-11:30</i>	
<i>B Lunch: 11:32-11:56</i>	
<i>C Lunch: 11:59-12:23</i>	
S.S.R.....	12:26-12:35
Pd 5.....	12:38-1:23
Pd 6.....	1:26-2:11
Pd 7.....	2:14-3:00

Attendance

Chronic Absenteeism

The Virginia Department of Education defines chronic absenteeism as missing ten percent or more of the school year for any reason. Missing ten percent of the school year calculates as missing just eighteen (18) school days or two days per month. Missing school can translate into third graders unable to master reading, sixth graders failing courses and ultimately, teens dropping out of high school. In fact, research indicates students who are chronically absent for just one year are three times more likely to drop out of school. We ask that you partner with us to help your child succeed in school by building good attendance habits.

Absences

A student will be declared absent when he/she is not at school or in class for any reason other than a school sponsored activity that takes them physically away from the school site. Failure to be at school or in class for any reason, whether an absence is excused or unexcused, is still considered an absence. The determination of whether an absence is excused or unexcused and the associated ramifications are the decision of the school administration.

Additionally, to be considered present, a student must be in attendance at least 50% of the school day.

Excused Absences

- Personal illness;
- Death in the family; or
- Dental and doctor appointments. The student must provide a statement from the doctor or dentist office upon returning to school.

All other absences will be considered unexcused and will be referred to the principal for appropriate action. Please call the office by 8:30 a.m. if your child will be absent from school. If a call is not received from the parent, a staff member will call the parent/guardian of each student who is absent on a particular day.

Pre-Arranged Absences

Planned absences should be arranged at least three school days in advance of absence with approval of the principal. A pre-arranged absence form may be obtained from the main office. The student is responsible for securing and completing all assignments. For absences of more than three days, students need to secure a make-up calendar and schedule for all classes. All makeup schedules need to be arranged the first day of returning to school. Any assignments not completed within the arranged time frame will be scored as zeros.

Tardies

As instruction begins right at the start of the school day, it is important for students to attend school every day, on time. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life. While we certainly understand that a student may be late to school on occasion, it is important that parents help make sure their child is on time. Instruction begins each day at 8:15 a.m. Generally, it is best to have your child in the building at least five minutes before the beginning of the day so your child can unpack belongings, settle into school, and be prepared to learn as soon as instruction begins. Arriving at school on time allows students to have the best possible start to a busy school day. We sincerely appreciate your partnership in helping us to ensure that your child has every opportunity to succeed in school. Please contact the school office each day your student is absent or tardy.

Make-up Work

On the second day of an absence, parents/ guardians may request work that has been missed by calling the main office. This work may be picked up in the main office after 3:00 PM on the day of the request, provided the request is made before 9:00 AM. It is the student's responsibility to request any missed assignments, schedule make-up tests, quizzes, labs, etc. the day of their return to school. It shall be the responsibility of the student to complete assigned make-up work within one school day for every day missed (Example: miss 3 days, 3 school days to make up the work) unless the teacher extends his/her time. Teachers shall have the discretion to extend the time limit because of extenuating circumstances. Typically, assignments due on the date of an absence are due the first day of the student's return to school unless they did not receive advanced notice due to other absences. **Likewise, students who are absent on the day of a test or quiz should be prepared to take the test or quiz on the first day of their return to school, unless they did not receive advance notice due to other legitimate absences. The teacher or administrator may extend the time limit for make-up work due to extenuating circumstances.**

Daily Schedule

School hours are 8:15AM to 3:00PM. The building is open each morning at 7:45AM. Parents should not drop off students prior to 7:45AM. **Office hours are 8:00AM to 4:00PM.** Students are expected to exit the building at 3:00PM unless working with a teacher or attending an activity. Students will not be allowed to roam the building before or after the school day.

Students arriving prior to 8:10AM must report to the cafeteria or gymnasium. Students are to remain in the cafeteria or gymnasium until 8:10, at which point they will be dismissed to class. Students are expected in class by 8:15. They will be considered tardy after the 8:15 bell. Excessive tardiness will result in an office referral with potential extended-day or lunch detention consequences.

If arrangements are made with a teacher for assistance, the student will report directly to the teacher's classroom.

Students who have not been picked up by 3:15PM must remain by the entrance area.

Please do not block the driveways of our neighbors when dropping off or picking up students.

Deliveries for Students

Faculty and staff are not available to make deliveries to students. If a student knows that an item (lunch, homework, PE clothes, etc.) is being delivered to the office, the student is responsible for checking between classes to pick up the item.

Messages will be delivered to students during lunch and at the end of the day prior to afternoon announcements. LDMS will not interrupt instructional time for messages except in emergency situations.

Visitors

All visitors must sign in at the office upon arrival at LDMS to receive a VISITOR'S BADGE.

Student visitors are not permitted. Anyone wishing to meet with a teacher is required to make arrangements in advance.

Visitor control system will be utilized to question every visitor to our schools prior to allowing entry:

- Staff will ask each visitor's name and reason for visiting the school.
- ALL VISITORS must scan their drivers license and get an ID badge, unless they are only checking a student out and will remain in the office to wait on the student.
- If someone is checking out a student they must present photo identification and be cross referenced for approval in PowerSchool and/or on the student information form.

Lockers

Individual lockers in the hall and gym are available to all LDMS students. Hall lockers are assigned to students the first day of school and are designed to hold backpacks, books, school supplies, and limited personal items. Students will need to make use of their lockers as backpacks will not be permitted in classrooms. Students are responsible for the security of their own belongings and valuables. During PE, students should secure all personal belongings other than clothing in their hall lockers. Gym lockers are not large enough to accommodate large items (i.e. backpacks, large coats); these items should not be left unsecured in the locker room. Students must safeguard their own belongings by locking their lockers and keeping their combinations secret. Only school-issued padlocks may be used in the PE locker rooms. The sharing of lockers is prohibited, as students are responsible for the contents of the lockers to which they have been assigned. Students are

discouraged from bringing large sums of money or any items of value to school. Although LDMS cannot assume responsibility for any lost, stolen, or damaged items, such incidents reported to an administrator will be investigated. Lockers are school property and remain at all times under the control of the school. They are not to be defaced by markers, stickers, tape, etc. or subjected to the use of excessive force. Students will be held financially responsible for repairs needed to their locker as the result of intentional damage or negligence.

Parents will not be allowed to access student lockers during the school day.

Searches

LDMS also reserves the right to search lockers when deemed necessary. Moreover, they also reserve the right to search book bags and other personal property when there is reasonable suspicion that property will be found that violates school policies and regulations, or may be harmful to the school or students. Students may be required to empty their pockets as well.

In an effort to ensure that LDMS maintains a safe learning environment, any articles which violate law or school rules, will be confiscated and appropriate disciplinary action taken.

Prohibited Items

Students are not to have hats or electronic devices (unless used for class assignment) on their person during the school day. Gum is not allowed at school. In general, items that present potential safety concerns or that create a distraction to other students and disrupt the educational process, should not be brought to school. Specific items prohibited at LDMS include (but are not limited to) the following: card collections, lighters/matches, firearms, pocket knives of any size and laser pointers. Before entering the building, any electronic device that was used on the way to school must be turned off and placed out of sight, unless used in a class assignment with the teacher's permission. Once students are dismissed to report to their lockers, these items should be secured in the student's locker and remain there until the end of the school day. Students also are not permitted to bring open drink containers to school. Large sums of money should be kept at home. Additional items prohibited at school are addressed in the Code of Conduct. These items may be confiscated and held at the discretion of the principal. Students are not permitted to use or display cell phones, or other portable communication devices during regular school hours. Such devices will be considered to be "in use" if they are on, sending or receiving a call or text message or being used to take, display, or send photos/videos, etc. During the school day, these items should be secured in the student's locker.

BICYCLE SAFETY

Students who ride bicycles to school must obey the City of Lexington's bicycle safety rules. Lexington bicycle rules can be obtained from the Lexington Police Department. HWES has the following rules:

1. Bikers without parental permission forms on file will have their bicycles confiscated for parent pick-up.
2. The school is not responsible for damaged or stolen bikes. Therefore, students are encouraged to lock the bike to the rack.
3. All bike riders must wear a helmet. **NO EXCEPTIONS.** If you do not have a helmet and cannot afford one, please contact the office and we will try to see that you get one.
4. Scooters and skateboards will not be allowed on school grounds during the school day. This policy is in place strictly out of concern for the safety of all students.

Posters

Posters or other information cannot be displayed in the building or on school grounds unless approved by the principal. Posters advertising an activity or event must be removed immediately following the activity or event.

Backpacks

Students will not be allowed to carry backpacks to classes. Students will place backpacks in their lockers upon arriving to school. Students will carry the necessary material with them to class. Students will be allowed to go to their lockers between classes and before and after lunch.

Prohibited Activities

In addition to the student behaviors addressed by the Code of Conduct, specific activities prohibited at LDMS include (but are not limited to) the following:

- Buying, selling or trading items while on school property.
- Sharing and borrowing of clothes.
- Public displays of affection including inappropriate touching and kissing.

Any unwelcome sexual advances or other inappropriate verbal or physical conduct of a sexual nature is considered harassment and is strictly prohibited by the Code of Conduct.

Initiating or participating in the production of written instruments or electronic communications that promote or encourage derogatory “ratings” of, or defamatory statements about other students, is strictly prohibited. Such activity is disruptive, creates an intimidating, hostile, and offensive environment, and will not be tolerated. Any student engaged in this activity will be subject to disciplinary action in accordance with the Code of Conduct.

Homework Policy

Homework is assigned at the discretion of the teacher and is in accordance with the needs of the class. Homework is not assigned for disciplinary purposes.

Students are encouraged to record homework assignments in the student planner provided by LDMS. It is recommended that parents encourage their children to utilize the planner and to check it regularly.

Grading Policy

Report cards will be sent home at the end of each nine weeks. Report card envelopes are to be signed by a parent and returned to the student’s first period teacher. At the midpoint of each grading period, interim reports will be mailed home *only if your child is in danger of failing the grading period*. All grades will be available online through Parent Portal. The interim reports must be signed by the parent /guardian and returned to the teacher.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	60 and below

Semester Exams

Semester exams will be given in academic subject areas. Exams in other subject areas may be given. The exams will count for 20% of the semester grade.

Semester and Final Grades

Semester grades will be composed of each of the quarters as 40% and the semester exam as 20%. Final grades will be an average of the two semester grades.

Testing

Students enrolled in public middle schools in Virginia are required to take certain Standards of Learning (SOL) tests. According to the Virginia Department of Education's website, www.doe.virginia.gov, these standards "represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn."

The following SOL assessments are given at LDMS:

6th grade:

- Reading
- Mathematics

7th grade:

- Reading
- Mathematics
- Civics & Economics
- Science

8th grade:

- Reading
- Writing
- Math 8 or Algebra 1
- World History 1
- Earth Science

Scores between 400 and 499 are considered passing. Scores between 500 and 600 are considered advanced. Scores below 400 are considered not passing. Sixth and seventh grade LDMS students who do not pass a reading and/or math SOL may be required to remediate during the school year.

Parental Notification of Assessment Opt Out Policies under Section 1112(e)(2) of The Every Student Succeeds Act of 2015 (ESSA)

On December 10, 2015, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. Section 1112(e)(2) of ESSA states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments.

All students enrolled in Virginia public schools are expected to take the applicable state tests. The Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools

in Virginia state: “In kindergarten through eighth grade, where the administration of Virginia assessment program tests are required by the Board of Education, each student shall be expected to take the tests” and “each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction” (8VAC20-131-30). The Virginia regulations do not provide for what is sometimes referred to as an “opt out policy” for students regarding the Virginia assessments. If parents refuse to have their student participate in one or more of the required Virginia assessments, they should be aware that their student’s state assessment score report will reflect a score of “0” for any test that is refused. Lexington City Schools does not have an opt-out policy.

Promotion Policy

The Lexington City School Board holds the philosophy that every student is an individual with worth and dignity. In keeping with this philosophy, the Board directs that each decision regarding student promotion or retention is made on an individual basis with first consideration given to the emotional well-being of the student in question and the instructional benefit to be gained by the student. Promotion is not considered a reward and retention is not considered a punishment.

Accordingly, the following are intended to assist in the decision-making process. Parents, teachers and administrators are to consider these guidelines along with all other extenuating circumstances in making final decisions relative to the promotion or retention of individual students.

SOL test scores will be considered as part of a multiple set of criteria for determining the advancement or retention of students.

Students not passing any portion of the SOL battery tests will be required, the following year, to participate in a remediation program that includes enrollment in academic labs to address specific areas of concern; and promotion, placement or retention will be the decision of the principal with staff and parental input. If an eighth grade student does not pass all segments of the SOL test battery, a face-to-face meeting with the student, parent(s), and school officials is required prior to the student’s placement or promotion to ninth grade.

To be promoted to the next grade, a middle school student must:

- Pass both language arts and mathematics and either science or social studies.

Trojan Advisory Groups

One of the aims at Lylburn Downing Middle School is to equip young people for all the realities of today’s world. With that in mind, we have partnered with CharacterStrong – an organization that provides training for educators and curricula for students. Their work in grades 6-8 focuses on 3 main outcomes: increasing a sense of belonging for all students, improving skills that support student well-being, and deepening student engagement in their academics, in their school, and in their community.

Here's what the national data tells us:

- A sense of belonging in school is one of the most important conditions for learning and a fundamental support for social and emotional well-being.
- Mental health challenges for teens have been increasing and many teens have named anxiety or depression as a major problem among their peers.
- Student engagement drives learning and supports school success.

This curriculum was created to support school communities as they engage in the work of preparing young people to thrive in the 21st century. The research supports the effectiveness of this content to increase students' academic success and college & career readiness. The lessons focus on developing skills and mindsets around building positive habits, understanding our emotions, improving teamwork, and increasing empathy. TAG lessons will typically take place on Tuesday mornings for the first 35 minutes of the school day.

School Nurse

The school nurse will administer medications, investigate and evaluate student complaints of illness, evaluate and treat injuries, and make other health-related decisions. Students may be referred to the school nurse for a variety of health-related concerns. Students also may schedule an appointment with the school nurse to ask health-related questions.

We make every effort to safeguard your child's health at school. If a child becomes ill during school hours or is injured to the degree that class work cannot be resumed, parents will be notified by phone and their desires acknowledged. Quick parental response is important for the well-being of the child. When a parent or guardian cannot be reached, the student will be transported by ambulance to an appropriate medical facility and accompanied by a nurse, administrator or designated faculty member. **It is important to keep the office informed of new phone numbers, changes in your preferred emergency procedures, changes in your child's health, new medications, or anything else that impacts his or her well-being at school.**

If a student is feeling ill, it is essential that they work through the school nurse's office and not attempt to contact their parents and leave school on their own.

Control of Communicable Disease and Illness

Your child's good health is important. Please do not send your child to school if any of the following symptoms or signs are present in the previous twenty-four hours:

- Elevated temperature (100 degrees or greater)
- Acute cold, sore throat, or persistent cough
- Vomiting, nausea, or severe abdominal pain
- Repeated diarrhea
- Pus-like discharge from the nose or eyes OR red, inflamed eyes/lids
- Suspected and untreated impetigo, scabies, ring worm or lice.

Medications

Students may not have any type of medication (including cough drops, vitamins, etc.) in their possession while on school grounds. “Self-administration of any medication, prescription or non-prescription, is prohibited for students in grades kindergarten through eight”. All doctor-prescribed medications, as well as non-prescription (“over-the-counter”) medications, must be taken under the supervision of school personnel. If a student must take medication during school hours, parents are requested to deliver the medication to an administrator, school nurse or the administrative assistant in the main office. A medication form should be completed according to the guidelines that follow (forms may be obtained online or from the main office). All medications should be in their original container and clearly labeled with the student’s name. Written permission to administer any medication must include the name of the medication, the required dosage of the medication, and the time(s) the medication is to be given. School personnel will follow procedural guidelines for the administration of medications. An area has been established in the nurse’s office for the storage and administration of medication.

Parents should pick up any unused medications at the end of the school year; medication will not be given to the student to deliver home. The school nurse will dispose of medications not picked up by the end of the last day of school.

Prescription Medications - School personnel may give oral prescription medication to students only with a physician/dentist/licensed nurse practitioner’s written order **and** written permission from the student’s parent or guardian.

Non-prescription Medications - School personnel may give oral non-prescription medication to students only with written permission from a physician/dentist/licensed nurse practitioner **and** written permission from the student’s parent or guardian.

Exceptions for Certain Medications -Medications needed in a medical emergency such as inhalers, epi-pens or glucose tablets may be kept in the possession of a student and may be self-administered only with a physician/licensed nurse practitioner’s written order **and** written parental permission that are on file at the school. Students who have any medication in their possession while at school in violation of the medications policy may face serious disciplinary action. Sharing, borrowing, distributing or selling any medication (prescription or non-prescription) is prohibited. Any student engaged in this activity will be subject to disciplinary action in accordance with the Code of Conduct and the Alcohol and Other Drugs Policy. Additionally, permission to self-administer prescription or non-prescription medications may be revoked if the student violates this policy. Sharing and distributing prescription medication may result in a recommendation for expulsion.

Student-Athlete Sudden Cardiac Arrest

In order to participate in any extracurricular physical activity, each student-athlete and the student-athlete's parent or guardian must review, on an annual basis, information provided by the school division on symptoms that may lead to sudden cardiac arrest. After reviewing the materials, each student-athlete and the student athlete's parent or guardian must sign a statement acknowledging receipt of such information, in a manner approved by the Virginia Board of Education. A student-athlete who is experiencing symptoms that may lead to sudden cardiac arrest must be immediately removed from play. A student-athlete who is removed from play shall not return to play until he is evaluated by and receives written clearance to return to physical activity by an appropriate licensed health care provider as determined by the Virginia Board of Education. The licensed health care provider evaluating student-athletes may be a volunteer. The superintendent is responsible for developing, biennially reviewing, and updating procedures to implement this policy.

Adopted: March 09, 2022

Student-Athlete Concussions

Generally, in order to participate in any extracurricular physical activity, each student-athlete and the student-athlete's parent or guardian must review, on an annual basis, information on concussions provided by the school division. After having reviewed materials describing the short- and long-term health effects of concussions, each student-athlete and the student-athlete's parent or guardian must sign a statement acknowledging receipt of such information, in a manner approved by the Board of Education.

Return to Play Protocol: A student-athlete suspected by that student-athlete's coach, athletic trainer, or team physician of sustaining a concussion or brain injury in a practice or game is removed from the activity at that time. A student-athlete who has been removed from play, evaluated, and suspected to have a concussion or brain injury does not return to play that day or until the student-athlete is

- evaluated by an appropriate licensed health care provider as determined by the Board of Education and
- in receipt of written clearance to return to play from such licensed health care provider. The licensed health care provider evaluating student-athletes suspected of having a concussion or brain injury may be a volunteer.

Return to Learn Protocol: School personnel are alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury, including

- difficulty with concentration, organization, and long-term and short-term memory;
- sensitivity to bright lights and sounds; and
- short-term problems with speech and language, reasoning, planning, and problem solving.

School personnel accommodate the gradual return to full participation in academic activities of a student who has suffered a concussion or other head injury as appropriate, based on the recommendation of the student's licensed health care provider as to the appropriate amount of time that such student needs to be away from the classroom.

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Athletic Activities Conducted by Non-School Organizations on School Property:

The school division may provide this policy to organizations sponsoring athletic activity for student-athletes on school property. The school division does not enforce compliance with the policy by such organizations. Adopted: July 11, 2011 Revised: June 2014 May 2015 May 2016 May 2019

Legal Refs.: Code

of Virginia, 1950, as amended, § 22.1-271.5. Cross Refs.: KG Community Use of School Facilities KGB Public Conduct on School Property *Va. Code Section 22.1-271.5 requires that this policy also be updated biennially.

Heat-Related Illness

Signs and Symptoms of Heat Stroke and Heat Exhaustion:

Student-athletes displaying the following signs and symptoms may be experiencing heat stroke and/or heat exhaustion and should be removed from play: Irrational behavior, irritability, or emotional instability; altered consciousness, excessive fatigue disorientation, dizziness, headache, confusion, nausea or vomiting, diarrhea, collapse, staggering or sluggish feeling.

A student-athlete reporting or displaying any signs or symptoms of heat-related illness should be removed immediately from activity. Coaches, athletic trainers and other staff supervising the activity should be prepared to rapidly cool the student-athlete with the whole-body immersion (essential when heat stroke is suspected; by dousing with cold water (cold shower); by rotating ice towels and/or ice bags over as much of the body as possible; and/or using fans. A student-athlete who has been removed from play, evaluated, and suspected to be at risk of or experiencing heat stroke shall not return to play that same day.

Senate Bill and what to know.

Senate Bill 161 § 1 the Department of Education is directed to develop, biennially update, and distribute to school divisions guidelines on policies to inform and educate coaches, student-athletes, and student-athletes' parents or guardians on the nature and risk of heat-related illness, how to recognize the signs of heat-related illness, and how to prevent heat-related illness. Heat-related illness is a general term encompassing four specific conditions: heat stroke (a medical emergency), heat exhaustion, heat syncope (fainting), and heat cramps. The prevention of heat-related illness includes proper acclimatization for exercise in hot and humid environments and maintaining appropriate hydration levels. Heat acclimatization involves gradual increases in the duration and intensity of physical activity and exercise in hot and humid environments over a 7-14-day period. Appropriate hydration begins prior to engaging in exercise, followed by minimizing fluid loss during activity and replacing fluid after activity. Additionally, local monitoring of ambient temperature and humidity levels combined with policies that limit practice duration, activity intensity, and the wearing of protective equipment during periods of high temperatures and humidity levels is critical to preventing heat-related illness and promoting student-athlete health and safety.

For current and up-to-date information on heat related injuries you can go to:

<https://www.cdc.gov/disasters/extremeheat/athletes.html>

LDMS Shuttle Bus Services

Lexington City Schools is pleased to offer shuttle bus service to and from each of our schools, both in the morning and afternoon. The schedule for the shuttle bus is below:

Morning Schedule:

7:50 a.m. – Bus Leaves HWES to transport middle school students to LDMS (Students may be dropped off beginning at 7:40 a.m.)

Afternoon Schedule:

3:05 p.m. – Bus Leaves LDMS to transport middle school students to HWES

HWES playground and fields are open to the public during non-school hours. School rules still apply while students are on school property. Students who stay after school on the playground are not supervised by HWES staff or faculty. We encourage parents to accompany their children on the school playground after school hours. If a discipline-related incident occurs after school hours, please reach out to the child's parents directly. Woods Creek and the trail neighboring HWES are not part of the school's property. Students are discouraged from entering the creek when unaccompanied by an adult. The school is not responsible for students left unsupervised during non-school hours.

MRMS and RCHS Extra-Curricular Events - LDMS students who participate in extra-curricular activities at MRMS or RCHS may ride the shuttle bus to the appropriate school. After completing the afternoon run at HWES, the shuttle bus will go to MRMS, and then to RCHS, daily, as needed. These students should board the bus at LDMS by **3:05 p.m.**

*In order to be most efficient, the bus will adhere to the schedule outlined above.

Rules for Bus Riders:

Students are responsible for helping the regular or substitute driver with three important aspects of transportation – safety, order, and the rights of others. The following general rules are established to assist you while on the bus.

1. Wait until the bus comes to a complete stop before approaching the bus. 2.

Enter the bus orderly; avoid shoving, crowding and disturbing others. 3. Use

the handrail(s) to assist going up the steps.

4. When the bus is in motion do not stand or move from seat to seat or walk in the aisle.

5. Remain seated until the bus stops.

6. Avoid talking to the driver while the bus is moving.

7. Keep your arms, head, or other extremities inside the bus.

8. Objects should not be thrown inside or out of bus windows.

9. Talking should be at a conversation level, free of profanity, never loud or boisterous.
 10. Always treat fellow riders with courtesy.
 11. Bus aisles and/emergency exits must be clear at all times. Book bags, band instruments, athletic equipment, other school or personal items, feet and legs should not block aisles.
 12. Help keep the interior of the bus clean by putting trash in its proper receptacle. 13.
- All items should be in a book bag and secured.
14. School bus drivers are prohibited from making unauthorized stops for students.
 15. The use of tobacco products by riders on the school bus is prohibited by State Board of Education Regulations.
 16. Avoid bringing bottles or other breakable objects onto the bus.
 17. Avoid eating or drinking on the school bus.
 18. Electronic music devices may be permitted if using headsets or earbuds and does not interfere with the safety, order and rights of other students.

17. Damage done to seats or other bus equipment will be paid by the pupil(s) involved.

All riders are subject to being recorded by video equipment. Behavior recorded may be reviewed for disciplinary action by appropriate school personnel.

After reading the bus rules above, please sign and return this form to your child's school. Please sign below to indicate that you have read the rules above and understand that your child, while riding the Lexington City Schools shuttle bus, will be subject to the policies and procedures outlined within.

Richardson Park Basketball Court

The outdoor basketball court is considered part of Richardson Park during non-school hours. Anyone may use this space during non-school hours. However, it is not monitored or supervised by Lylburn Downing or Lexington City Schools staff.

School Activities

LDMS offers students a variety of activities including clubs and athletics. Students are encouraged to become involved in these activities.

Participation in activities is a privilege and all school rules and guidelines apply at all school activities. *See "Athletics/Sports Clubs" for further guidelines.*

When participating in an after school activity, students must plan to have transportation provided at the correct time. Sponsors and coaches cannot leave until all students they are supervising have left the campus. If transportation is a problem, discuss it with the sponsor/coach prior to the event in order to make arrangements. Please do not detain the sponsor/coach. If tardiness in picking up a student continues, the student will no longer be able to participate in after school events.

Field Trips

Field trips are an important part of the school experience. LDMS encourages teachers to use resources available outside the school environment to enhance the learning process. **Student participation may be restricted due to behavioral problems and concerns.** In general, students with suspensions, repeated detentions or repeated behavioral problems may not be allowed to participate in field trips or activities.

School Dances and Socials

School dances and socials are designed to provide students with the opportunity to socialize and meet new friends. Socials will be held after school (usually on a Friday). Information regarding dances and socials (date/times/type) will be sent home throughout the year. School staff and parent volunteers monitor dances. Students are not permitted to leave the dance and reenter while the dance is in progress. All school rules and guidelines apply at a school dance. Students with a recent suspension *within the nine-week grading period*, repeated detentions, excessive absences or behavioral problems will not be allowed to attend these activities.

Participation in Student Activities When Absent

Students who are absent from school are not permitted to participate in after school activities or events that day. The principal may review special circumstances. Students may also be prohibited from participation for disciplinary reasons.

Athletics/Club Sports

The purpose of athletics and clubs at Lylburn Downing Middle School is to provide opportunities for boys and girls to develop teamwork, skill development and self-esteem.

The following sports are available at Lylburn Downing Middle School:

- Girls Volleyball
- Boys Basketball
- Girls Basketball
- Cheerleading

Eighth grade athletes may be invited to participate in sports at Rockbridge County High School if that sport is not offered at LDMS.

Any student in good academic and behavioral standing at LDMS may try out for these sports.

The following clubs are available at Lylburn Downing Middle School (determined by the availability of a volunteer coach):

- Boys Tennis
- Girls Tennis

The following sports are also available to Lylburn Downing Middle School students through Maury River Middle School:

- Cross Country
- Wrestling
- Outdoor Track

Any student in good academic and behavioral standing attending LDMS may participate in these clubs.

Participation:

Students are expected to have a signed permission slip on file at LDMS.

Insurance - It is the responsibility of each parent/student to provide insurance for each activity.

Lylburn Downing Middle School is not responsible for individual insurance.

Physical Examinations – Beginning August 1, 2018, all students must have a “Virginia High School League (VHSL) Physical Form” completed by their physician prior to trying out or participating in their sport. Please contact your child’s coach or the school office for a form.

Students are expected to attend all practices and games unless they have personally notified their coach or sponsor.

Athletes are expected to be active members in the classroom, fulfilling all requests and assignments at a satisfactory level. Behavior problems will not be tolerated.

Students must maintain a “C” average (cannot be failing any subject) in order to try out or participate in team or club sports at LDMS. Grades will be checked when tryouts or the first practice is held. During the season, grades will be checked at the end of the grading period and when interims are sent home. Students not maintaining a “C” average will be considered ineligible.

Ineligibility:

Failure to comply with the above expectations will result in temporary, long term or permanent suspension from the team or club. Teachers, coaches and administrators will make the decision.

Scholastic Records

The content of the scholastic record shall be limited to data needed by the school to assist the student in his/her personal, social and educational placement. The scholastic records for students are located in the guidance office and stored in a locked and secure area. The scholastic records for students are maintained in accordance with local policy, the State Department of Education and federal regulations.

Information maintained within cumulative records shall include the following:

- Name and address of student
- Birth date
- Name and address of parent/guardian
- Scholastic work completed
- Level of achievement (grades)
- Attendance
- Standardized Achievement Test scores
- Results of required standardized group tests and inventories
- Health-physical fitness data, including pre-school physical exam and certification of immunization.

Certain students requiring differentiated programs and/or special services such as gifted, handicapped, etc. shall have a confidential file containing the following:

- Reports of assessments
- Testing and Placement permission
- Record of parent conference to discuss special education placement
- Eligibility committee recommendations
- Permission to release information
- Annual review report of placement
- Appeals and Reports
- IEPs

The following information has been established as directory information by the school board:

- Student name
- Parent/guardian name
- Address of student
- Picture related to school sponsored activities
- Participation in school sponsored or recognized activities or sports
- Height, weight, if member of athletic teams
- Grade level
- Awards and honors received
- Post Secondary educational plans

Cafeteria

Lexington City Schools provide a hot lunch program. Students may participate or bring lunches from home. School lunches and/or packed lunches are to be eaten in the cafeteria. Information regarding free or reduced breakfast/lunch is provided to all students at the beginning of the school year and is available in the main office throughout the school year. The prices for this school year are as follows:

LUNCH PRICES FOR 2024-2025

Students → \$3.10

Adults → \$4.00

Reduced → \$0.40 **(Free for 2024-25 school year - state pandemic funding)*

Ice Cream-\$1.00

BREAKFAST PRICES FOR 2024-2025

Students → \$1.50

Adults → \$3.00

Reduced → \$0.30 **(Free for 2023-24 school year - state pandemic funding)*

MILK

All → \$0.40

Students may substitute a chef salad or a peanut butter and jelly sandwich for the lunch entrée, and/or purchase a la carte items to supplement their regular lunch. Snack items are available for purchase in the cafeteria during both lunch periods.

Students are expected to report to the cafeteria for their assigned lunch period and to arrive on time. Students may bring food items from home, but they are not permitted to leave school grounds for lunch or have food brought to them from a restaurant. **Energy drinks, and glass containers are not permitted in the cafeteria or anywhere else in the school.** Students are expected to adhere to the following rules of conduct in the cafeteria:

Students are not permitted to save seats for other students.

Remain seated in the same seat throughout the lunch period except to discard trash/return trays or purchase additional food items. Socialize with friends in an orderly manner.

Students must wait until everyone has had an opportunity to go through the serving line before purchasing additional food items.

Consume all food and beverages while in the cafeteria. Students may not take food or drink from the cafeteria to any other area of the building.

Dispose of trash and recyclables in the appropriate containers; each tray should be returned to the appropriate area by the student who used the tray.

Tables and floors around the area where students eat should be kept free from food and trash.

Students will remain in the cafeteria until dismissed.

Textbooks

Lexington City Schools furnishes textbooks for all students at no cost. Students and parents are responsible for all damaged or lost textbooks.

Unscheduled School Closings

If at any time it becomes necessary to close schools due to emergencies or bad weather conditions, a decision will be made by school officials and announced on the local radio and television stations listed below. An Instant Alert message will also be done through our Honeywell Instant Alert System and include specific closing information. **If you have not done so, please go online to Honeywell Instant Alert and sign up to receive these announcements.**

WDBJ-TV (Channel 7)

WSLS-TV (Channel 10)

WSET-TV (Channel 13)

WMRA RADIO (FM 89.9)

WREL RADIO (FM 96.7 / AM 1450)

WSLQ Q99, WXLK K92FM, STAR Country 94.9FM, WFIR 960AM

STAR RADIO (FM 94.3)

LEXINGTON CITY SCHOOLS WEBSITE (www.lexedu.org)

HONEYWELL INSTANT ALERT

Crisis Situations and School Safety

Procedures for parents when picking up students during a crisis situation

- school is one of the safest places for students during most crises or natural disasters;
- students will be advised of and allowed to practice procedures relating to crisis situations;
- pick-up and dismissal procedures may vary depending on the crisis situation.
- parents should **NOT** phone the school and tie-up the telephone lines that will be needed for emergency use;
- parents should wait for instructions to pick up their children; and
- parents will be notified of the crisis situation and dismissal changes via the instant alert system;
- it may be necessary to evacuate students to an alternative site; and parents will be informed of these instances and informed of how to pick up their children.

Authorization to Release Children in an Emergency

Our school has developed an emergency plan that deals with school crises. This plan has been developed in compliance with the division policy. The emergency plan is devoted to the welfare and safety of students and staff during school hours.

Should there be an emergency at school such as a fire, tornado, explosion, etc., your child may be required to remain in the care of the school until it is deemed safe by an Emergency Services authority that the child can be released. At that point, children may be released only to properly authorized parents and/or designees. Therefore, please list on the school emergency form at least two names (other than parents) of people who may pick up your child. (Be sure to list local telephone numbers and addresses). Be sure to notify those persons listed that you have authorized their supervision in case of an emergency.

In the event that you should be unable to come to school, it is essential that others be designated to care for your child. Your child will not be released to the care of unauthorized persons. We appreciate your cooperation in this important matter.

Tips for Parents to Help Create Safe Schools

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about any violence he or she sees--on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others.
- When you get angry, use it as an opportunity to model these appropriate responses for your child-and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, and

frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.

- Keep lines of communication open with your child—even when it is tough. Encourage your child to tell you where and with who he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school counselor, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Volunteer to work with school-based and community groups concerned with violence prevention.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

(Source: *Early Warning, Timely Response: A Guide for Safe Schools.*)

Action Steps for Students

Students can do many things to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe.

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult—such as a school counselor, teacher, principal, or other community leader. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence.
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Participate in violence prevention programs such as conflict resolution.
- Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model — take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult — such as a school counselor, principal, or teacher — if you are experiencing intense feelings of anger, fear, anxiety, or depression.

(Source: *Early Warning, Timely Response: A Guide for Safe Schools.*)

Guidance and Counseling

School counseling programs support the Standards of Learning by providing guidance to students in their academic, career and personal and social development. School counselors collaborate with parents, teachers, administrators and others to promote learning and help students establish and achieve their education, career and personal goals. School counselors provide leadership to ensure that students benefit from effective strategies and services aligned with the Standards for School Counseling Programs in Virginia Public Schools. The standards are organized by grade level under the following goals:

- **Academic Development** – Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school.
- **Career Development** – Students will investigate the world of work in order to make informed career decisions.
- **Personal/Social Development** – Students will acquire an understanding of, and respect for, self and others and the skills to be responsible citizens.

www.doe.virginia.gov/support/school_counseling/index.shtml

Students and their parents/guardians are encouraged to discuss any concerns, questions, and or/suggestions with the counselor. Parents/guardians may review, upon request of the counselor, any materials used by the department. Parents/guardians may notify the guidance department, in writing, if they do not want their child to participate in the personal/social-counseling program.

The Virginia Assessment Program and Graduation Requirements

Generally

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

The Lexington City School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

Lexington City School Board awards diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the

division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of course SOL test score in determining the student's final course grade.

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Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary.

Any student identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Definitions

Authentic Performance Assessment

An "Authentic Performance Assessment" is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

Standard Unit of Credit

A "standard unit of credit" or "standard credit" is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. A standard unit of credit may be awarded based on a waiver of the 140 clock hour requirement as provided in Policy IKFD Alternative Paths to Attaining Standard Units of Credit.

Verified Unit of Credit

A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 2013 1-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit in history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.
5. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

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

Virginia Assessment Program

Adopted: September 12, 2005

Revised: September 11, 2006

The "Virginia Assessment Program" is a system used to evaluate student achievement that includes SOL tests and additional tests that may be approved from time to time by the Board of Education.

June 16, 2010

February 2013

February 2014 June
2014

February 2016 May
2016

February 2018

April 2019

Legal Ref. : Code of Virginia, 1950, as amended, 22.1-253.13:1, 22.1-253.13:4.

8 VAC 20-131-5 .8

VAC 20-131-30 .8

VAC 20-131-50 .8

VAC 20-131-51.

8 VAC 20-131-110.

Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit (Virginia Board of Education Oct. 2015).

Cross Refs.: IAA Notification of Learning Objectives
IKEA Locally Awarded Verified Credits
11<1-1 Retaking SOL Assessments

Dress Code for Students

The purpose of the dress code at Lylburn Downing Middle School is to provide guidance to students and parents as to appropriate attire for school and school functions. The intent of the dress code is to promote the best learning environment for and to ensure the safety of our students, while at the same time allowing for reasonable student individuality and expression. **If a student violates the school dress code, the student will be asked to go to the office where the student will be asked to change and/or contact a parent.** Clothing worn at school should adhere to the following guidelines:

1. Student dress should be neat and clean.
2. Shoes must be worn at all times.
3. Sneakers are to be worn in physical education class.
4. Hats may not be worn in the school building.
5. Undergarments may not be visible at any time.
6. Clothing must cover the torso, and tops must have arm holes.
7. There should be no inappropriate pictures or printing on clothing.
8. Other rules may be necessary to promote and maintain a productive learning environment.

Dress is a personal and sensitive issue; therefore, enforcement must be done in a respectful, business-like manner. Whenever possible, students should be dealt with privately to avoid embarrassment or humiliation. The procedure for enforcement of the dress code will be as follows:

- Turn inappropriate clothing inside out;
- Change into clothing that may be provided by the school;
- Have other clothing brought to the school;
- Sit out of an activity; and/or
- Be assigned to an area of the school that is removed from the mainstream.

Parents/guardians will be notified by phone of any dress code violations that occur. Repeated violations of dress code by students will warrant further disciplinary measures that include In-School and Out-of-School Suspension.



**Lexington City Schools
Code of Student Conduct
2024-2025**

Beginning with the 2021-2022 academic school year, all schools in Virginia were expected to implement the Virginia Board of Education's *Model Guidance for Positive and Preventative Code of Conduct Policy and Alternatives to Suspension*. The Model Guidance represents the most recent revision of the Student Conduct Policy Guidelines originally adopted in 1994. In addition, this represents a significant departure from many traditional notions about school discipline and focuses educators on the importance of reducing exclusionary practices.

VISION STATEMENT

Creating Empowered Learners, Thinkers, and Citizens

MISSION STATEMENT

- ❖ Nurture
- ❖ Inspire
- ❖ Challenge

CORE BELIEFS/VALUES

We strive to create an engaging environment where:

- ❖ All children can learn and are given opportunities to grow.
- ❖ Diversity is recognized and celebrated.
- ❖ We foster caring and compassionate citizens.
- ❖ Authentic learning experiences connect students to real life.
- ❖

Section I: Introduction to Standards of Conduct, Interventions, and Disciplinary Procedures

Positive approaches to school discipline and collaboration between parents, teachers, and school administrators have proven to be the best way to teach expected conduct and responsible citizenship. Lexington City Schools is committed to working with parents and utilizing schoolwide systems to equitably teach, model, and reinforce positive conduct . A combination of teacher and administrative responses should be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic instructional time.

Students learn best in an environment free from disruptive behavior. In order to establish a sound foundation upon which good discipline will be maintained, the following *Standards of Student Conduct* have been established. Please note that school sponsored activities are an extension of the school day and school rules and regulations apply:

1. Showing respect for school personnel, including principal, teachers, support staff, school division staff, school volunteers, and any other adult working in the school;
2. Using language appropriate for school;
3. Attending school regularly and punctually;
4. Using building, equipment, materials, and supplies in an acceptable manner;
5. Observing all rules of safety;
6. Respecting private and public property;
7. Abiding by school rules;
8. Respecting the rights of others.

Behavior that negatively influences the learning environment is unacceptable. When students do not demonstrate expected conduct or engage in misconduct that creates a disturbance in the learning environment, or unsafe conditions for others in the school, a range of interventions and consequences are utilized. Under the *Code of Virginia*, certain misconduct is expressly prohibited on school property, buses, and during school-sponsored activities and may result in prescribed consequences. Other misconduct may result in interventions and/or disciplinary consequences determined by the principal, taking into consideration all relevant factors.

Administrators consider many factors when determining appropriate responses to student behavior, including but not limited to, the student's age and past response to interventions.

According to the Virginia Board of Education's *Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension* (January 2020), "[a]pproaching school discipline from an instructional prevention-based standpoint contributes to a positive school environment and ensures equity, fairness, and continuous improvement" (p. 10). This document uses these guidelines, coupled with restorative practices, to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues.

Section II: Investigative Decision-Making Process

Administrators should engage in a decision-making process to determine appropriate responses for behaviors at all levels. Consequent sanctions should always be addressed with instruction and intervention. Instruction should focus on helping students develop social-emotional competencies needed to change the behavior. Below is the process administrators will use to help ensure the students' rights are respected and that all student behavior is addressed in an equitable manner. All referrals to an administrator should include communication with the family. Family involvement is critical to addressing student behavior.

The administrator will:

1. Determine if the behavior is an office-managed behavior (See Discipline Process Flow Chart in Section III). If it is a teacher-managed behavior, consult with the teacher, administrative team, school counselor, or other personnel on appropriate next steps.
2. Gather information to determine the complete picture of the situation, including statements from the students using the Administrative Questions to Ensure Restorative Practices listed below.

Administrative Questions To Ensure Restorative Practices

Restorative Questions 1 To Respond to Challenging Behavior	Restorative Questions 2 To Help Those Harmed by Others' Actions
<ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• What have you thought about since?• Who has been affected by what you have done and in what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

Source: International Institute for Restorative Practices (2016) retrieved from <https://www.iirp.edu/>.
<https://www.iirp.edu/news/time-to-think-using-restorative-questions>

3. Identify contributing factors and existing data and/or previous interventions.
4. Consult the regulations for students with disabilities if the student is identified as having a disability.
5. Communicate with the family to inform and/or gather information.

6. Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.
7. Label the behavior according to the behavior descriptors; assign the appropriate level of behavioral intervention and instructional intervention, as well as, sanction if disciplinary consequences are indicated.
8. Inform families of results of the investigation, including the sanction, and the behavioral and instructional interventions that will be provided.
9. Document all interventions and sanctions.
10. Notify the school principal, Superintendent/Designee, and law enforcement as required by policy.
11. Initiate a Threat Assessment, as indicated or required.
12. Follow through on the recommendations from the Threat Assessment Team.
13. Develop an action plan to provide for the student's instructional and behavioral needs during suspension or expulsion if the student is long-term suspended or expelled.

LCS Student Dress Code

The purpose of the dress code of LCS is to provide guidance to students and parents as to appropriate attire for school and school functions. The intent of the dress code is to promote the best learning environment for and to ensure the safety of our students, while at the same time allowing for reasonable student individuality and expression. If a student violates the school dress code, the student will be asked to go to the office where the student will be asked to change and/or contact a parent. Clothing worn at school should adhere to the following guidelines:

- 1. Student dress should be neat and clean.**
- 2. Shoes must be worn at all times.**
- 3. Sneakers are to be worn in physical education class.**
- 4. Hats may not be worn in the school building.**
- 5. Undergarments may not be visible at any time.**
- 6. Clothing must cover the torso, and tops must have arm holes.**
- 7. There should be no inappropriate pictures or printing on clothing.**
- 8. Other rules may be necessary to promote and maintain a productive learning environment.**

Dress is a personal and sensitive issue; therefore, enforcement must be done in a respectful, business-like manner. Whenever possible, students should be dealt with privately to avoid embarrassment or humiliation. The procedure for enforcement of the dress code will be as follows:

- Turn inappropriate clothing inside out;
- Change into clothing that may be provided by the school;
- Have other clothing brought to the school;
- Sit out of an activity; and/or
- Be assigned to an area of the school that is removed from the mainstream.

Parents/guardians will be notified by phone of any dress code violations that occur. Repeated violations of dress code by students will warrant further disciplinary measures that include In-School and Out-of-School Suspension.

Section III: Discipline Process Flow Chart

Behavior occurs that interferes with learning.



Determine if it is a Teacher-Managed Behavior or an Administrator-Managed Behavior



Teacher-Managed Behavior

Examples of Teacher-Managed Behaviors -

- Student(s) talking in class
- Student(s) refusing to do assigned work school grounds
- Student(s) not bringing required materials to class setting
- Student(s) making noises
- Student(s) possessing items that distract self and others
- Student(s) out of seat equipment
- Scholastic dishonesty including cheating and plagiarism
- Unexcused tardiness to class communication
- Student(s) use of inappropriate language not directed to anyone school property
- Student(s) misuse of cellphones property
- Student(s) eating or drinking during class
- Student(s) throwing objects in class school community
- Student(s) calling out in class libelous
- Student(s) violating student attire guidelines (unless sensitive)
- Student(s) giving false information not intended to harm anyone including hate speech
- Student(s) selling items not authorized by administration slurs
- Student(s) showing minor disrespect to others or teacher requests by staff
- Student(s) showing public displays of affection sexual in nature
- Student(s) showing poor attitude or disrespectful tone
- Student(s) teasing or name calling that is disruptive
- Student failing course at any point during grading period. possessing/using/distributing



Administrator-Managed

Examples of Administrator-Managed

- Altering an official document or record
- Failure to be in one's assigned place on
- Failure to attend assigned disciplinary
- Bringing unauthorized persons to school
- Gambling
- Unauthorized use of school electronic or
- Violation of the LCS Acceptable Use Policy
- Violation of possessing or using portable
- Vandalism, graffiti, or other damage to
- Vandalism, graffiti, or damage to personal
- Bullying with no physical injury
- Cyberbullying that interferes with the
- Posting or sharing material that is
- Verbally inciting a fight
- Using profane or vulgar language
- Using racial, ethnicity, or national origin
- Failure to respond to questions or
- Inappropriate physical contact that is
- Alcohol - possessing /using/distributing
- Drugs - possessing/using/distributing
- Tobacco, e-cigs, vapes -

If student behaviors continue after the teacher appropriately responds with interventions and parental contacts, then an office referral may be alarm

made with applicable documentation of interventions and student responses.

A sample documentation log is provided in Appendix A.

physical force

permission

Distracting bus driver

Falsely activating fire or other disaster

Fighting

Assault and Battery

Assault

Sexual Harassment

Stealing money or property with/without

Trespassing

Leaving school grounds without

Hazing

Weapons

Threatening or instigating violence



**Administrator provides
teacher feedback**

Teacher Responses to Manage Student Behaviors

Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations.

Examples of Proactive Teacher Supports for Classroom-Managed Behaviors	Examples of Instructional Teacher Responses for Classroom-Managed Behaviors
<ul style="list-style-type: none"> ● Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations and applicable across all classroom settings at all times ● Model and practice expectations in the classroom - do not expect students to intuit “appropriate” behavior ● Use more positive than corrective statements (4:1 ratio) ● Build positive relationships with students and their families ● Reteach/review expectations throughout the school year (i.e., quarterly, after breaks, etc.) ● Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments ● Actively engage students in the teaching and learning process and include voice/choice as often as possible ● Implement effective, evidence-based instructional practices that match to students’ learning needs 	<ul style="list-style-type: none"> ● Restructure/revise classroom practices based upon students’ needs ● Adjust pacing of instruction to increase on-task behavior ● Actively observe and plan for ignoring low-level misbehavior ● Change student seating ● Provide immediate positive feedback when students engage in expected behavior ● Respond calmly, restating the desired behavior ● Employ restorative questions to address student behavior. Instead of asking, “What did you do wrong and why?” ask “What happened to you?” ● Reteach desired behavior ● Communicate and collaborate with parents/guardians to problem solve ● Problem-solve the behavior during a private teacher-student conference using active listening ● Utilize a check-in/check-out system with students before and after class to remind and reaffirm positive behavior

<ul style="list-style-type: none"> ● Create flexible classroom arrangements/seating ● Create a classroom acknowledgement system to increase responsible student behavior ● Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e. bullying, workplace skills, citizenship, character education) 	<ul style="list-style-type: none"> ● Assign a before school, lunch, or after school session to facilitate reteaching (ex: review social story and reteach behavior) or making up missed work (not punitive; meet with the teacher to catch up on work)
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Section IV: Leveled Administrative Responses to Student Behaviors

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrative response accompany tiered social-emotional, behavioral, and academic supports provided by other school personnel and in collaboration with the student’s family. LCS is committed to the consistent and equitable implementation of discipline policy, regulations, and practices across all schools, educational programs, and varying demographic categories. The leveled discipline response chart below is intended to increase consistency and guide principal decisions regarding discretionary consequences. Disciplinary sanctions for each level are defined and, when used, must be paired with an behavioral and/or instructional intervention from the same level or an earlier level as appropriate.

When applicable, administrators will use the following approach when determining what is considered *self-defense*:

1. Be without fault in provoking or bringing on the fight or incident.
2. Have reasonably feared, under the circumstances, as they appeared to the student, that they were in danger of harm.
3. Have used no more force than was reasonably necessary to protect the student from the threatened harm.

Level	Options
1	<p data-bbox="365 191 1477 268">Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.</p> <p data-bbox="365 310 795 342"><u>Instructional Interventions</u></p> <ul data-bbox="414 359 1510 527" style="list-style-type: none"> ● Facilitate remediation, peer tutoring, and/or support from teacher ● Opportunity to complete or resubmit assignments ● Administrative conference session (teacher, administrator, counselor) ● Seat change <p data-bbox="365 541 760 573"><u>Behavioral Interventions</u></p> <ul data-bbox="414 590 1380 936" style="list-style-type: none"> ● Administrator/Student/Teacher/Parent/Guardian conference ● Reteaching or modeling of desired behavior ● Service Learning (appropriate to correct the behavior) ● Written Reflection or Letter of Apology ● Restitution ● Recognize/Reward appropriate behavior ● Behavior progress chart ● Peer mediation or conflict resolution <p data-bbox="365 951 522 982"><u>Sanctions</u></p> <ul data-bbox="414 999 1572 1262" style="list-style-type: none"> ● Verbal Warning with parent contact ● Loss of school privilege(s) ● Detention (before school, at lunch, after school) ● In-school suspension (up to one-two days) with behavioral instruction and academic support. ● Confiscation of student articles by the administration (to be returned to parents)

Level	Options
2	<p data-bbox="363 191 1588 317">Level 2 responses are designated to prevent further behavior issues and keep the student in school. Interventions expand and depending upon the severity of the behavior, short-term removal from the classroom may be appropriate.</p> <p data-bbox="363 354 797 390"><u>Instructional Interventions</u></p> <ul data-bbox="415 403 1175 527" style="list-style-type: none"> <li data-bbox="415 403 980 438">● Level 1 instructional interventions <li data-bbox="415 447 883 483">● Check-In/Check-Out system <li data-bbox="415 491 1175 527">● Student Schedule Change (Administration only) <p data-bbox="363 539 761 575"><u>Behavioral Interventions</u></p> <ul data-bbox="415 588 1581 848" style="list-style-type: none"> <li data-bbox="415 588 943 623">● Level 1 behavioral interventions <li data-bbox="415 632 886 667">● Check-In/Check-Out System <li data-bbox="415 676 1581 711">● Referral to Student Support Team (e.g., School Counselor or Case Manager) <li data-bbox="415 720 1508 756">● Complete appropriate module to help inform and correct the behavior <li data-bbox="415 764 1463 800">● Referral for community-based services (through School Counselor) <li data-bbox="415 808 1175 848">● Student Schedule Change (Administration only) <p data-bbox="363 861 521 896"><u>Sanctions</u></p> <ul data-bbox="415 909 1203 1033" style="list-style-type: none"> <li data-bbox="415 909 721 945">● Level 1 sanctions <li data-bbox="415 953 1167 989">● Detention (before school, at lunch, after school) <li data-bbox="415 997 1203 1033">● In-School Suspension/Detention (one-three days)

Level	Options
3	<p data-bbox="365 191 1539 317">Level 3 responses include more intensive interventions. Dependent upon the severity, repeated nature of the behavior and/or safety concerns, Level 3 responses may include the student’s short-term removal from school.</p> <p data-bbox="365 359 797 390"><u>Instructional Interventions</u></p> <ul data-bbox="415 405 980 480" style="list-style-type: none"> ● Level 1 instructional interventions ● Level 2 instructional interventions <p data-bbox="365 541 760 573"><u>Behavioral Interventions</u></p> <ul data-bbox="415 588 1572 1077" style="list-style-type: none"> ● Level 1 behavioral interventions ● Level 2 behavioral interventions ● No Contact Contract (developed with and signed by the student, parent/guardian, and school officials) ● Behavior Contract (developed with and signed by the student, parent/guardian, and school officials) ● Case Manager Referral ● Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for students with disabilities ● Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development for general education students <p data-bbox="365 1138 521 1169"><u>Sanctions</u></p> <ul data-bbox="415 1184 1576 1759" style="list-style-type: none"> ● Level 1 sanctions ● Level 2 sanctions ● Reschedule assigned disciplinary setting (before school detention, lunch detention, after school detention, in-school suspension/detention) ● Short-term revocation of privilege(s) to be at the discretion of the <u>school principal</u> ● Overnight suspension ● In-School Suspension/Detention with behavioral interventions (3-5 days) ● Short-term out-of-school suspension (1-3 days for elementary students; 1-5 days for secondary students) with student attending In-School Suspension/Detention with behavioral interventions upon return (1 to 2 days) ● Referral to law enforcement where required.

Level	Options
4	<p data-bbox="363 191 1593 453">Level 4 responses include targeted individualized interventions and customarily result in school-based disciplinary action. However, the principal may make a referral to the Division Superintendent or Designee for these violations. A referral to the Division Superintendent or Designee may result in a number of different responses based on circumstances and does not automatically result in a long-term suspension.</p> <p data-bbox="363 491 797 527"><u>Instructional Interventions</u></p> <ul data-bbox="415 537 1182 709" style="list-style-type: none"> ● Level 1 instructional interventions ● Level 2 instructional interventions ● Level 3 instructional interventions ● Assign online instruction if deemed appropriate <p data-bbox="363 768 761 804"><u>Behavioral Interventions</u></p> <ul data-bbox="415 814 1419 1077" style="list-style-type: none"> ● Level 1 behavioral interventions ● Level 2 behavioral interventions ● Level 3 behavioral interventions ● Threat Assessment as indicated by behavior ● For Students with Disabilities (SWD), consider Manifestation Determination Review (MDR), conduct FBA, and implement BIP. <p data-bbox="363 1136 524 1171"><u>Sanctions</u></p> <ul data-bbox="415 1182 1576 1717" style="list-style-type: none"> ● Level 1 sanctions ● Level 2 sanctions ● Level 3 sanctions ● Long-term revocation of privileges ● Short-term out-of-school suspension (1-3 days for PK - 3rd grade; 4-10 days for 4th - 6th grade; 5-10 days for 7th - 8th grade) in consultation with the school principal with student attending In-School Suspension/Detention with behavioral interventions upon return (1-2 days) ● Recommendation for a long-term suspension as determined by LCS policy JGD/JGE or by state code (11 to 45 days as defined in VA 22.1-276.01) ● Referral to law enforcement where required.

Level	Options
5	<p data-bbox="363 191 1588 590">Level 5 responses are reserved for those behaviors for which the <i>Code of Virginia</i> or School Board policy mandates a referral to the Division Superintendent. Interventions are intended to support the student during any related temporary removal from school, and to implement required protections for students with disabilities. A referral to the Division Superintendent may result in a number of different responses based on circumstances and rarely results in an expulsion. All intervention and sanctions will be determined and administered by the Superintendent or designee. (Suspensions over 10 days must be administered by the school board.)</p> <p data-bbox="363 632 797 663"><u>Instructional Interventions</u></p> <ul data-bbox="415 678 1354 800" style="list-style-type: none"> ● Assign online instruction if deemed appropriate ● Assign Home Based instruction as approved by the Division Superintendent or designee <p data-bbox="363 858 761 890"><u>Behavioral Interventions</u></p> <ul data-bbox="415 905 1511 1073" style="list-style-type: none"> ● Referral to CSB/Clinical Director for treatment services ● Threat Assessment as indicated by behavior ● For SWD, consider Manifestation Determination Review (MDR), review and/or revise FBA, and implement BIP. <p data-bbox="363 1136 521 1167"><u>Sanctions</u></p> <ul data-bbox="415 1182 1539 1577" style="list-style-type: none"> ● Must refer to law enforcement <u>as required</u> ● Referral to Division Superintendent or designee ● Alternative Placement ● Long-term suspension as determined by LCS policy JGD/JGE or by state code (11 to 45 days as defined in VA 22.1-276.01) ● Expulsion ● Return the student to the school setting with appropriate supports and interventions ● Social probation

Section V: Categories of Behavior Descriptors and Responses

The following chart brings together the Leveled Administrative Responses to Student Behaviors as well as the Categories of Student Behavior Descriptors and Responses to facilitate the equitable, responsive application of standards of student conduct for secondary students.

Elementary Schools (Grades K-5) Leveled Responses to Student Behaviors:

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
DC3	BAP1	Interfering with learning in the classroom (talking, excessive noise, off task, out of seat, possessing items that distract)	X					
DC5	BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X					
SC5	BAP3	Scholastic dishonesty (cheating, plagiarism)	X					
AT1	BAP4	Unexcused tardiness to class	X					
AT2	BAP5	Unexcused tardiness to school	X					

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
SC2	BSO1	Altering an official document or record	X	X				
SV2	BSO2	Giving false information to staff	X	X				
DC2	BSO3	Refusing to comply with requests of staff in a way that interferes with the operation of school	X	X	X			
DC2	BSO4	Failure to be in one's assigned place on school grounds	X	X				
DC8	BSO5	Failure to attend assigned disciplinary setting (before school detention, lunch detention, after school detention, in-school suspension/detention)	X	X				
TR1	BSO6	Bringing unauthorized persons to school or allowing unauthorized person to enter school building	X	X	X			
SC1	BSO7	Dress code violation as outlined in Student Handbooks	X	X				
GB1	BSO8	Gambling (games of chance for money or profit)	X	X				
CO3	BSO9	Unauthorized use of school electronic or other equipment (See LCS Policy IIBEA/GAB)	X	X				
TE3	BSO10	Violation of the LCS Acceptable Use Technology/Internet Policy IIBEA	X	X				
CO3	BSO11	Violation of Student Handbook Expectations regarding the possession or use of portable communication (e.g., cell phones, scanners, handheld radios, walkie talkies)	X	X				
VA1	BSO12	Vandalism, graffiti, or other damage to school or personal property (See LCS Policy JFC)	X	X	X			

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (NO PHYSICAL harm is done).	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BU1	RB1	Bullying with no physical injury (see LCS Policy JFC for definition)	X	X				
BU2	RB2	Cyberbullying: Posting, distributing, displaying, or sharing material, pictures, or literature, or using social networking web sites, defamatory personal websites, and defamatory online personal polling websites to demean or slander another student or teacher.		X	X			
BU2	RB3	Posting, distributing, displaying, or sharing material or literature that is libelous	X	X				
SX0	RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X				
DC9	RB5	Speaking to another in an uncivil, discourteous manner	X	X				
FA3	RB6	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X				
DC6	RB7	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs, or gestures)	X	X	X			
HR4-8	RB8	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender expression, sexual orientation, or disability	X	X				
DC2	RB9	Failure to respond to questions or requests by staff	X	X				
SX2	RB10	Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X			

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
AL1-2	BSC1	Alcohol: Possessing or using alcohol	X	X	X			X
AL3	BSC2	Alcohol: Distributing alcohol to other students		X	X	X		X
DP1	BSC3	Drugs: Possessing drug paraphernalia (See LCS Policy JFC)	X	X	X			X
DR4-6	BSC4	Drugs: Violating school board non-prescription (over the counter) medication policy or look alike drug policy (See LCS Policy JFC)	X	X	X			
TB2	BSC5	Tobacco: possessing/using tobacco products, electronic cigarettes, vaping equipment (See LCS Policy JFC)		X	X			
BU1	BSC6	Bullying behavior with or without physical injury that <u>continues after interventions to stop the behavior.</u> Bullying that leads to physical injury should be classified as Assault and Battery. (See LCS Policy JFC)			X	X		
BU2	BSC7	Cyberbullying that <u>continues after interventions to stop the behavior.</u> Cyberbullying that is related to a threat to the safety of students and staff should be treated with higher level of intervention and sanctions.			X	X	X	
DC2	BSC8	Bus: Distracting the bus driver	X	X				
DC5	BSC9	Bus: Endangering the safety of others on the bus	X	X				
DC7, BX1	BSC10	Fire Alarm: Falsely activating or other disaster alarm		X	X			
WV0	BSC11	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
DC5	BSC12	Engaging in reckless behavior that creates a risk of injury to self or others	X	X	X			
DC5	BSC13	Inciting or causing a substantial disturbance to the operation of school or	X	X	X			

		the safety of staff and/or students							
DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	CONTINUED...Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	
DC5	BSC14	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X					
BA7	BSC15	Shoving, pushing, striking a student with no visible injury	X	X	X				
SX7	BSC16	Exposing body parts, lewd, or indecent public behavior	X	X	X				
SX4	BSC17	Physical contact of a sexual nature - patting body parts, pinching, tugging clothing	X	X	X				
SX4	BSC18	Physical sexual aggression and/or forcing another to engage in sexual activity				X	X	X	
TH1-TH4	BSC19	Stealing money or property without physical force	X	X					
RO1	BSC20	Stealing money or property using physical force (no weapon involved)			X	X			
WP9 and RO1	BSC21	Stealing money or property using weapons or dangerous instruments				X	X		
DC8	BSC22	Leaving school grounds without permission	X						
TRI	BSC23	Trespassing		X	X				

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category E: Behaviors that Endanger Self or Others (BESO) these behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BA6	BESO1	Assault: Intending to cause bodily injury to another person without causing bodily injury	X	X	X			
BA5	BESO2	Assault and Battery: Causing physical injury to another person			X	X	X	X
FA2	BESO3	Fighting: The use of physical violence between students or on another person where there is no injury determined by the administration	X	X	X			
BA6	BESO4	Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X		
DR2	BESO5	Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
DX1	BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
DR2	BESO7	Drugs: Using controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
DR3	BESO8	Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens to another student (s)					X	X
AR2	BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X		

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	CONTINUED...Category E: Behaviors that Endanger Self or Others (BESO) these behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
GA1	BESO10	Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in Code of Virginia §18.2-46.1 and LCS Policy JFCE	X	X	X	X		
HZ1	BESO11	Hazing as defined in Code of Virginia §18.2-56 , noted in §22.1-279.6 , and LCS Policy JFC			X	X		
TI1	BESO12	Threatening or instigating violence injury or harm to a staff member (threat assessment should be completed)	X	X	X	X		
TI2	BESO13	Threatening or instigating violence, injury, or harm to another student (threat assessment should be completed)	X	X	X	X		
WP6/WP8	BESO14	Weapon: Possession of a firearm or destructive device as defined in the Code of Virginia §22.1-277.07 and LCS Policy JFCD					X	X
WP5, WP9	BESO15	Weapon: Using any weapon to threaten or attempt to injure school personnel as defined by LCS Policy JFCD					X	X
WP9	BESO16	Weapon: Using any weapon to threaten or attempt to injure students, or others as defined by LCS Policy JFCD					X	X
BB1	BESO17	Bomb Threat - Making a bomb threat.				X	X	X

Secondary Schools (Grades 6-8) Leveled Responses to Student Behaviors:

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
DC3	BAP1	Interfering with learning in the classroom (talking, excessive noise, off task, out of seat, possessing items that distract)	X	X				
DC5	BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X				
SC5	BAP3	Scholastic dishonesty (cheating, plagiarism)	X	X				
AT1	BAP4	Unexcused tardiness to class	X	X				
AT2	BAP5	Unexcused tardiness to school	X	X				

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
SC2	BS01	Altering an official document or record	X	X				
SV2	BS02	Giving false information to staff	X	X	X			
DC2	BS03	Refusing to comply with requests of staff in a way that interferes with the operation of school	X	X	X			
DC2	BS04	Failure to be in one's assigned place on school grounds	X	X				
DC8	BS05	Failure to attend assigned disciplinary setting (in-school suspension/detention)	X	X	X			
TR1	BS06	Bringing unauthorized persons to school or allowing unauthorized person to enter school building	X	X	X			
SC1	BS07	Dress code policy violation as defined by student handbook.	X	X				
GB1	BS08	Gambling (games of chance for money or profit)	X	X				
CO3	BS09	Unauthorized use of school electronic or other equipment (See LCS Policy IIBEA/GAB)	X	X				
TE3	BS010	Violation of the LCS Acceptable Use Technology/Internet Policy IIBEA	X	X	X			
CO3	BS011	Violation of Student Handbook Expectations regarding the possession or use of portable communication (e.g., cell phones, scanners, handheld radios, walkie talkies)	X	X	X			
VA1	BS012	Vandalism, graffiti, or other damage to school or personal property (See LCS Policy JFC)	X	X	X			

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (NO PHYSICAL harm is done).	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BU1	RB1	Bullying with no physical injury (see LCS Policy JFC for definition)	X	X				
BU2	RB2	Cyberbullying: Posting, distributing, displaying, or sharing material, pictures, or literature, or using social networking web sites, defamatory personal websites, and defamatory online personal polling websites to demean or slander another student or teacher.		X	X			
BU2	RB3	Posting, distributing, displaying, or sharing material or literature that is libelous	X	X	X	X		
SX0	RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X	X	X		
DC9	RB5	Speaking to another in an uncivil, discourteous manner	X	X				
FA3	RB6	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X			
DC6	RB7	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs, or gestures)	X	X	X	X		
HR4-8	RB8	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender expression, sexual orientation, or disability	X	X	X	X		
DC2	RB9	Failure to respond to questions or requests by staff	X	X	X			
SX2	RB10	Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	X	X	X	X		

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
AL1-2	BSC1	Alcohol: Possessing or using alcohol			X	X		X
AL3	BSC2	Alcohol: Distributing alcohol to other students			X	X		X
DP1	BSC3	Drugs: Possessing drug paraphernalia			X	X		X
DR4-6	BSC4	Drugs: Violating school board non-prescription (over the counter) medication policy or look alike drug policy - See LCS Policy JFC	X	X	X	X		
TB2	BSC5	Tobacco: possessing/using tobacco products, electronic cigarettes, vaping equipment - See LCS Policy JFC		X	X	X		
BU1	BSC6	Bullying behavior with or without physical injury that <u>continues after interventions to stop the behavior.</u> Bullying that leads to physical injury should be classified as Assault and Battery. See LCS Policy JFC		X	X	X		X
BU2	BSC7	Cyberbullying that <u>continues after interventions to stop the behavior.</u> Cyberbullying that is related to a threat to the safety of students and staff should be treated with higher level of intervention and sanctions.		X	X	X		X
DC2	BSC8	Bus: Distracting the bus driver	X	X	X			
DC5	BSC9	Bus: Endangering the safety of others on the bus	X	X	X			
DC7, BX1	BSC10	Fire Alarm: Falsely activating or other disaster alarm		X	X			
WV0	BSC11	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
DC5	BSC12	Engaging in reckless behavior that creates a risk of injury to self or others	X	X	X			
DC5	BSC13	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X	X		X

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	CONTINUED...Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
DC5	BSC14	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			
BA7	BSC15	Shoving, pushing, striking a student with no visible injury	X	X	X			
SX7	BSC16	Exposing body parts, lewd, or indecent public behavior	X	X	X	X		
SX4	BSC17	Physical contact of a sexual nature - patting body parts, pinching, tugging clothing	X	X	X	X		
SX4	BSC18	Physical sexual aggression and/or forcing another to engage in sexual activity				X	X	X
TH1-TH4	BSC19	Stealing money or property without physical force	X	X	X			
RO1	BSC20	Stealing money or property using physical force (no weapon involved)			X	X		
WP9 and RO1	BSC21	Stealing money or property using weapons or dangerous instruments					X	X
DC8	BSC22	Leaving school grounds without permission	X	X				
TRI	BSC23	Trespassing		X	X	X		

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	Category E: Behaviors that Endanger Self or Others (BESO) these behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BA6	BESO1	Assault: Intending to cause bodily injury to another person without causing bodily injury		X	X	X		
BA5	BESO2	Assault and Battery: Causing physical injury to another person			X	X	X	X
FA2	BESO3	Fighting: The use of physical violence between students or on another person where there is no injury determined by the administration	X	X	X			
BA6	BESO4	Striking Staff: The use of force against a staff member when no injury is caused		X	X	X		
DR2	BESO5	Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications					X	X
DX1	BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications				X	X	X
DR2	BESO7	Drugs: Using controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications				X	X	X
DR3	BESO8	Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens to another student (s)					X	X
AR2	BESO9	Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X	X
GA1	BESO10	Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in Code of Virginia §18.2-46.1 and LCS Policy JFCE			X	X	X	X
HZ1	BESO11	Hazing as defined in Code of Virginia §18.2-56 , noted in §22.1-279.6 , and LCS Policy JFC				X	X	X

DCV Crosswalk Code(s) 2020-2021	SBAR Code 2021-2022	CONTINUED...Category E: Behaviors that Endanger Self or Others (BESO) these behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
TI1	BESO12	Threatening or instigating violence injury or harm to a staff member (threat assessment should be completed)			X	X	X	X
TI2	BESO13	Threatening or instigating violence, injury, or harm to another student (threat assessment should be completed)			X	X	X	X
WP6/WP8	BESO14	Weapon: Possessing a firearm or destructive device as defined in the Code of Virginia §22.1-277.07 and the LCS Policy JFCD					X	X
WP5, WP9	BESO15	Weapon: Possessing or selling any weapon (not including firearms) as defined by LCS Policy JFCD					X	X
WP9	BESO16	Weapon: Using any weapon to threaten or attempt to injure school personnel, students, or others as defined by LCS Policy JFCD					X	X
BB1	BESO17	Bomb: Making a bomb threat.				X	X	X

Section IV: Glossary

Administrative Conference Session = a meeting between the student and administrator (and parent/guardian when necessary) to address the student's behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues

Behavior Contract = a written agreement between a student and the administrator that states specific, measurable goals that the student can accomplish. The contract is designed to help the student develop a plan of action and inspire improvements.

An example of a behavior contract can be found at

https://ttaonline.org/Document/zxbIhX_YCJNbYNzA30qiHvD_mT5S-im/behaviorcontractssecadacompliantpdf

Behavioral Intervention = a planned set of procedures that are specifically designed to teach a targeted behavioral skill

Behavioral Intervention Plan (BIP) = the Virginia Regulations (effective January 25, 2010) provide that a BIP is a plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning or behaviors of students with disabilities that require disciplinary action

Check-In/Check-Out System = a system designed by the administration to focus on students' social emotional needs or to prevent inappropriate behavior. Examples include: verbal check/check out before and after class OR before and after school, or a routine and location for students to turn in devices, bookbags, or other items as deemed appropriate by the administration

Functional Behavioral Assessment (FBA) = the Virginia Regulations (effective January 25, 2010), provide that a FBA is a process to determine the underlying cause or function(s) of a child's behavior that impede the learning of the child with a disability

Instructional Intervention = a planned set of procedures that are specifically designed to teach a specific academic skill

Manifestation Determination Review (MDR) = a process to review all relevant information and the relationship between the student's disability and the behavior subject to the disciplinary action

No Contact Contract = a signed, written contract between two opposing students as mediated by the administrator and cosigned by the parent/guardian to prevent further behavioral issues and promote students' success

Overnight Suspension = an overnight suspension means that in order for the students to attend classes the next day, they must return with a parent or guardian the next morning for an administrative conference session. Students may not participate in any school activities during the evening of their suspension.

Restorative Practices = an emerging social science that studies how to strengthen relationships between individuals, as well as, social connections within communities

Sanction = any action taken in response to misconduct

Service Learning = a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen the school and/or greater community

Social Probation = prohibits students from attending or participating in a non-mandatory school function, activity, or event, whether it be on or off school grounds. Non-mandatory school functions, activities, or events include but are not limited to -

- Participation on athletic teams, including practices
- Dances
- Athletic Events
- Drama and Musical Productions
- Student Club Activities
- Class Activities
- Activities related to graduation including the graduation ceremony

Student With a Disability (SWD) = SWD includes students being served under an Individualized Educational Plan (IEP) or a 504 Plan

Threat Assessment = a process of evaluating a threat to commit a violent act or engage in behavior that appears to threaten a targeted audience - and the circumstances surrounding the threat - to uncover any facts or evidence that the threat is likely to be carried out. For more information, refer to

https://rems.ed.gov/docs/repository/VA_Threat_Assessment_Model_Policies_Procedures_Guidelines.pdf.

References

The *Code of Virginia* is available at: <https://law.lis.virginia.gov/vacode/>.

International Institute for Restorative Practice. (2020). What is restorative practice?
Retrieved from <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>

The Lexington City Schools Policy Manual is available at:

<http://lexingtonva.gov/civicax/filebank/blobdload.aspx?BlobID=28475>

Specific policies of note:

- JFG (Search and Seizure)
- JFC (Self-Defense)
- JM (Restraint and Seclusion)
- JFCF (Drug Evaluation)

Memorandum of Understanding with Lexington Police Department is available at:

<https://www.lexingtonva.gov/home/showdocument?id=3282&t=638481709222407596>

Virginia Board of Education. (2020). Model guidance for positive and preventative code of student conduct policy and alternatives to suspension.

Retrieved from

http://www.doe.virginia.gov/support/student_conduct/2019-student-code-of-conduct.pdf.

Virginia Department of Education. (2015). Guidelines for conducting functional behavioral assessment and developing positive behavior interventions and supports/strategies. Retrieved from

http://www.doe.virginia.gov/support/student_conduct/fba_guidelines.pdf.

Appendix A
Teacher Responses to Manage Student Behaviors
Documentation Log - Elementary or Secondary

Teacher Name: _____

School Year:

School Name: _____

Q1 Q2 Q3 Q4

(circle)

Student Name	Date	Behavior	Intervention	Parent Contact including date	Result and Follow Up

Lexington City Schools Required Notifications and Policies



Prohibition Against Harassment and Retaliation

I. Policy Statement

The Lexington City School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. The Lexington City School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status or genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

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

The school division

- promptly investigates all complaints, written or verbal, of harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and
- takes any other action reasonably calculated to end and prevent further harassment of school personnel or students.

II. Definitions

A. Harassment Based on Sex

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when

- submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education;
- submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

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

- unwelcome sexual physical contact

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

B. Harassment Based on Race, National Origin, Disability or Religion

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

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

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

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

C. Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, or perceived sexual orientation or gender identity.

III. Complaint Procedure

A. Formal Procedure

1. File Report

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to one of the compliance officers designated in this policy or to any school personnel. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who had knowledge of conduct which may constitute prohibited harassment should report such conduct to

one of the compliance officers designated in this policy or to any school personnel. Any school personnel who have notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to one of the compliance officers designated in this policy.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F to make complaints of harassment. However, oral reports and other written reports are also accepted. The complaint should be filed with either the building principal or one of the compliance officers designated in this policy. The principal shall immediately forward any report of alleged prohibited harassment to the compliance officer. Any complaint that involves the compliance officer or principal shall be reported to the superintendent.

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

2. Investigation

Upon receipt of a report of alleged prohibited harassment, the compliance officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after receipt of the report by the compliance officer. Upon receiving the complaint, the compliance officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also upon receiving the complaint, the compliance officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. If the compliance officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the accused shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Service in accordance with Policy JHG/GAE, Child Abuse and Neglect Reporting.

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

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

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

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

3. Action by Superintendent

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

4. Appeal

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

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

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

5. Compliance Officer and Alternate Compliance Officer

Mr. Jason White is the Title IX Coordinator for Lexington City Schools. His contact information is:

Jason White
300 Diamond Street
Lexington, VA 24450
Telephone: 540-463-7146
Fax: 540-464-5230
Email: jwhite@lexedu.org

Compliance officers for Lexington City Schools are:

Kimberly Troise

100 Pendleton Place
Lexington, VA 24450
Telephone: 540-463-5353
Fax: 540-464-3250
Email: ktroise@lexedu.org

Abbott Keesee
302 Diamond Street
Lexington, VA 24450
Telephone: 540-463-3532
Fax: 540-463-1548
Email: akeesee@lexedu.org

The Compliance Officer shall:

- receive reports or complaints of harassment;
- conduct or oversee the investigation of any alleged harassment;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any harassment investigation is conducted by an impartial investigator who is trained in the requirement of equal employment/education opportunity, and has the authority to protect the alleged victim and others during the investigation.

B. Informal Procedure

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

If the complainant and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Formal Procedures set forth herein. The principal or principal's designee shall notify the complainant and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

IV. Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The School Division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations, of how to report any subsequent problems.

V. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

VI. Prevention and Notice of Policy

Training to prevent harassment prohibited by law or by this policy is included in employee and student orientations as well as employee in-service training.

This policy is (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. Further, all students, and their

parents/guardians, and employees

are notified annually of the names and contact information of the Compliance Officers.

VII. False Charges

Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary actions as well as any civil or criminal legal proceedings.

Adopted: May 2002
Revised: June 21, 2011
October 2012
May 2015

Legal Refs: 20 U.S.C. §§ 1681-1688
29 U.S.C. § 794
42 U.S.C. §§ 2000d-2000d-7
42 U.S.C. §§ 2000e-2000e-17
42 U.S.C. § 2000ff-1
34 C.F.R. 106.9

REPORT OF HARASSMENT

Name of Complainant: _____

For Students, School Attending: _____

For Employees, Position: _____

Address, Phone Number: _____

Email Address: _____

Date(s) of Alleged Incident(s) of Harassment: _____

Name of person(s) you believe harassed you or others: _____

If the alleged harassment was toward another, please identify that person: _____

Please describe in detail the incident(s) of alleged harassment, including where and when the incident(s) occurred. Please note any witnesses that may have observed the incident(s). Please include a description of any past incidents that may be related to this complaint. Attach additional pages if necessary.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge:

Signature of Complainant Date

Complaint Received By:

(Principal or Compliance Officer) Date

Adopted: May 18, 2009

Revised: October 2012

Parental Responsibility and Involvement Requirements

A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the **standards of student conduct** and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

B. A school board shall provide opportunities for parental and community involvement in every school in the school division.

C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section; (ii) a copy of the school board's **standards of student conduct**; and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.

Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's **standards of student conduct**, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.

D. The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's **standards of student conduct** and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

E. In accordance with the due process procedures set forth in this article and the guidelines required by § 22.1-279.6, the school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:

1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's **standards of student conduct** and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or

2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or

being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or a mentoring program, as appropriate or that the student or his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.

H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G 2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.

I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

(1995, c. 852; 1996, c. 771; 2000, c. 538; 2001, cc. 688, 820; 2004, c. 573.)

Compulsory Attendance (LCS JEA)

Generally

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

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

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

The requirements of this policy apply to

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

The requirements of this policy do not apply to

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

Individual Student Alternative Education Plan

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

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

Alternative Education Programs

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

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

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

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

Reports Regarding Non-enrolled Children

The attendance officer, the superintendent, or the superintendent’s designee checks the reports submitted pursuant to subsection A of Va. Code § 22.1-260 with reports from the State Registrar of Vital Records and Health Statistics. From these reports and from any other reliable source the attendance officer, the superintendent, or the superintendent’s designee, within five days after receiving all reports submitted pursuant to subsection A of Va. Code § 22.1-260, makes a list of the names of children who are not enrolled in any school and who are not exempt from school attendance. The attendance officer investigates all cases of nonenrollment and, when no valid reason is found therefor, notifies the parent, guardian or other person having control of the child to require the attendance of such child at the school within three days from the date of such notice.

Adopted: May 2002
 Revised: June 21, 2011
 May 2012
 June 2014
 May 2018
 June 6, 2023

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-254, 22.1-261.
 Cross Ref.: JEG Exclusions and Exemptions from School Attendance
 LBD Home Instruction

Code of Virginia Section 22.1-254 – Compulsory Attendance Required

Special Education Records Destruction Public Notice

Confidential special education records are retained for five years after a student graduates, completes Board of Education program, transfers, or withdraws from the Lexington City School Division. After that time period, confidential special education records are disposed of via confidential destruction, unless the parent/guardian/adult student notifies the school division otherwise. The parent/guardian/adult student may request a copy of the records. A valid picture ID must be presented at the time the records are picked up. For additional information, please contact the Lexington City Schools' Central Office at 540-463-7146.

Library of Virginia, GS-21, Series 008224

Home Instruction Records Destruction Public Notice

Home Instruction records are retained for five years after the last action with the Home Instruction program. After that time period, home instruction records are disposed of via confidential destruction, unless the parent/guardian/adult student notifies the school division otherwise. The parent/guardian/adult student may request a copy of the records. A valid picture ID must be presented at the time the records are picked up. For additional information, please contact the Lexington City Schools' Central Office at 540-463-7146.

Library of Virginia, GS-21, Series 008103

Laws Regarding the Prosecution of Juveniles as Adults

The following information has been developed by the Office of the Attorney General regarding the prosecution of juveniles as adults:

Section 22.1-279.4 of the Code of Virginia states:

School boards shall provide information developed by the office of the Attorney General to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes. Methods of providing such information may include, but not be limited to, public announcements in the schools, written notification to parents, publication in the student conduct manual, and inclusion in those materials distributed to parents pursuant to § 22.1-279.3.

The following information in question and answer format provides the notice required by this section of the Code.

Who is a juvenile? Section 16.1-228 of the Code of Virginia defines a juvenile as “a person less than 18 years of age.” Section 16.1-269.1 of the Code permits juveniles, 14 years of age or older at the time of an alleged offense, to be prosecuted as adults for specific crimes under certain circumstances. This process is called a transfer to the appropriate circuit court for trial as an adult.

How is the age of the juvenile calculated? Section 16.1-241 of the Code of Virginia provides that for the purpose of transferring a juvenile to circuit court for trial as an adult, the child must have been age 14 or older at the time of the offense.

Under what circumstances does the law permit the transfer of juveniles for trial as adults? The Code of Virginia permits the transfer of juveniles for trial as adults under three specific circumstances. Following is a description of each circumstance and the procedure that is followed in order to determine whether the student is transferred to circuit court.

Circumstance #1

A transfer can occur when a juvenile, who is age 14 or older at the time of the offense, is charged with a crime which would be a felony if committed by an adult (§ 16.1-269.1 A. of the Code of Virginia). Offenses are either felonies or misdemeanors. Those offenses that are punishable by confinement in a state correctional facility or death are felonies; all other offenses are misdemeanors. Felonies are classified for the purposes of punishment and sentencing into six classes. The authorized punishments for conviction of a felony are as follows:

Attachment A, Memo No. 057-12 February 24, 2012

Class 1 felony – death if the person convicted was 18 years of age or older at the time of the offense and is not determined to be mentally retarded and a fine of not more than \$100,000. If the person was under 18 years of age at the time of the offense or is determined to be mentally retarded, the punishment shall be imprisonment for life or imprisonment for life and a fine of not more than \$100,000.

Class 2 felony – imprisonment for life or for any term not less than twenty years or imprisonment for life or for any term not less than twenty years and a fine of not more than \$100,000.

Class 3 felony – a term of imprisonment of not less than five years nor more than twenty years or a term of imprisonment of not less than five years nor more than twenty years and a fine of not more than \$100,000.

Class 4 felony – a term of imprisonment of not less than two years nor more than ten years or a term of imprisonment of not less than two years nor more than ten years and a fine of not more than \$100,000.

Class 5 felony – a term of imprisonment of not less than one year nor more than ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for not more than twelve months and a fine of not more than \$2,500, either or both.

Class 6 felony – a term of imprisonment of not less than one year nor more than five years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for not more than twelve months and a fine of not more than \$2,500, either or both. (§§ 18.2-9 and 18.2-10 of the Code of Virginia)

In this circumstance, the Commonwealth’s Attorney’s office makes a formal request to the judge of the juvenile court for the juvenile to be transferred to the circuit court. The juvenile court holds a transfer hearing and may retain jurisdiction or transfer the juvenile to the appropriate circuit court for criminal proceedings. Any transfer to the circuit court is subject to the following conditions: (1) notice; (2) probable cause to believe that the juvenile committed the alleged delinquent act or a lesser included delinquent act; (3) the juvenile is competent to stand trial; and, (4) the juvenile is not a proper person to remain within the jurisdiction of the juvenile court.

The decision regarding whether the juvenile is not a proper person to remain within the jurisdiction of the juvenile court is based upon, but not limited to, the following factors:

- The juvenile’s age
- The seriousness and number of alleged offenses
- Whether the juvenile can be retained in the juvenile justice system long enough for effective treatment and rehabilitation
- The appropriateness and availability of the services and dispositional alternatives in both the criminal justice and juvenile justice systems needed by the juvenile
- The record and previous history of the juvenile in the jurisdiction where the alleged crime occurred or in other jurisdictions

- Whether the juvenile has escaped from a juvenile correctional entity in the past
- The extent, if any, of the juvenile's degree of mental retardation or mental illness
- The juvenile's school record and education
- The juvenile's mental and emotional maturity
- The juvenile's physical condition and maturity

Circumstance #2

A transfer can occur when a juvenile 14 years of age or older is charged with an offense which would be a felony if committed by an adult. (§ 16.1-269.1 C of the Code of Virginia)

In this circumstance, transfer is requested at the discretion of the Commonwealth's Attorney. If the Commonwealth's Attorney wishes to transfer the juvenile for trial as an adult, the juvenile court holds a preliminary hearing to determine whether there is probable cause to believe the juvenile committed the alleged delinquent act. Upon a finding of probable cause, the juvenile is transferred for prosecution as an adult. (§16.1269.1 C of the Code of Virginia)

Circumstance #3

A transfer occurs when a juvenile 14 years of age or older at the time of the alleged offense is charged with capital murder, first or second degree murder, lynching or aggravated malicious wounding. (§ 16.1-269.1 B of the Code of Virginia)

Transfer under this circumstance is automatic. Whenever a juvenile 14 years of age or older is charged with capital murder, first or second degree murder, lynching or aggravated malicious wounding, he or she must be tried as an adult. The juvenile court holds a preliminary hearing to determine whether there is probable cause to believe the juvenile committed the alleged delinquent act. Upon a finding of probable cause, the juvenile is transferred for prosecution as an adult. (§ 16.1-269.1 B of the Code of Virginia)

If a juvenile is transferred for prosecution as an adult on one offense, what happens if he or she has also been charged with other offenses? If any one charge is transferred, all other charges of delinquency arising out of the same act will be transferred. (§ 16.1-269.6 of the Code of Virginia)

Does the transfer impact subsequent alleged criminal offenses? Yes. Once a juvenile is convicted of a crime as an adult in circuit court, all subsequent alleged criminal offenses of whatever nature, will be treated as adult offenses and no transfer hearing will be required. (§ 16.1-269.6 of the Code of Virginia)

What happens when an adult is sentenced for a crime he or she committed as a juvenile? When the juvenile court sentences an adult who has committed, before attaining the age of 18, an offense which would be a crime if committed by an adult, the court may impose a penalty up to a maximum of 12 months in jail and/or a fine up to \$2,500. (§ 16.1-284 of the Code of Virginia)

What can happen if a juvenile is tried as an adult? There are significant differences between a juvenile being tried as a juvenile and a juvenile being tried in the circuit court as an adult. In the juvenile system, a juvenile is given added protections because of his or her youth. First, records pertaining to the charge and adjudication of delinquency are confidential and may not be available to the public unless the crime was a felony. Second, if the adjudication is for a misdemeanor, the juvenile court record is expunged when the juvenile reaches the age of majority and is considered an adult. Third, a juvenile who is adjudicated delinquent remains in the juvenile system where a judge has discretion in the determination of the punishment or consequences to be imposed. In the juvenile system, the emphasis is on treatment and education.

In contrast, if a juvenile is prosecuted as an adult the issues and information related to the charge and the conviction of a crime are part of the public record. Because the information becomes an adult criminal record, it is not expunged when the juvenile reaches the age of 18. Additionally, the judge does not have the same discretion in sentencing. The judge in circuit court must impose at least the mandatory minimum sentence that is prescribed in sentencing guidelines. The circuit court does have the discretionary power to commit the juvenile to the juvenile system even if prosecuted as an adult.

Administration of Surveys and Questionnaires(LCS JOB)

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

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

B. Participation in Surveys and Evaluations

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

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

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the School Board notifies the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice informs the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will

have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal

or state law or regulation, school personnel administering any such questionnaire or survey do not disclose personally identifiable information.

No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

D. Additional Protections

In the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered is protected by:

Administrators will review and approve surveys prior to distribution.
Approved surveys will not include subjects listed in subsection I.B. above.

II. Physical Examinations and Screenings

If the Lexington City School Division administers any physical examinations or screenings other than

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

III. Commercial Use of Information

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

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

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

IV. Notification

Notification of Policies

The Board provides notice of this policy directly to parents of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in

the policy. The Board also offers an opportunity for the parent (or emancipated student) to opt the student out of participation in

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

Notification of Specific Events

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

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

V. Definitions

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

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

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

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

- a student or parent's first and last name;
- a home or other physical address (including street name and the name of the city or town);
- a telephone number; or
- a Social Security identification number.

Survey: the term "survey" includes an evaluation.

Adopted: May 2002

Revised: July 14, 2003
September 11, 2006
June, 21, 2011
October 2014
May 2015
May 2019
April 9, 2024

Legal Refs.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-79.3.

Cross Refs.:	INB	Teaching About Controversial Issues
JHDA		Human Research
	KBA	Requests for Public Records
KF		Distribution of Information/Material

Student Fees, Fines, and Charges (LCS 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 the state and federal law. No fee may be charged unless it has been approved by the School Board.

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

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

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

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

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

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

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

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

Adopted: May 9, 1994
Revised: June 16, 2010
February 2013
March 7, 2023

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-43, 22.1-6, 22.1-243,
22.1-280.4.

8 VAC 20-720-80.

Cross Refs.: ECAB Vandalism
 IIA Instructional Materials

School Crisis, Emergency Management and Medical Emergency Response Plan (LCS POLICY EB)

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

The School Board designates the Principal of Lylburn Downing Middle School and the Principal of H. Waddell Elementary School as emergency managers.

Each school annually conducts school safety audits as defined below in collaboration with the chief law-enforcement office of the locality or with that officer's designee. The results of such school safety audits are made public within 90 days of completion. The School Board may withhold or limit the release of any security plans, walk-through checklists and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. The completed walk-through checklist will be made available upon request to the chief law-enforcement officer of the locality or that officer's designee. Each school maintains a copy of the school's safety audit, which may exclude such security plans, walk-through checklists and vulnerability assessment components, within the office of the school principal and makes a copy of such report available for review upon written request.

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

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

"School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other

weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel or facilities. The plan includes a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in Va. Code § 19.2-11.01, as well as current contact information for both.

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

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

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

- written procedures to follow in emergencies such as fire, injury, illness, allergic reactions and violent or threatening behavior. The procedures include Policy JHCD Administering Medicine to Students. The plan is outlined in the student handbook and discussed with staff and students during the first week of each school year;
- space for the proper care of students who become ill;
- a written procedure, in accordance with guidelines established by the School Board, for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and
- written procedures to follow for the safe evacuation of persons with special physical, medical or language needs who may need assistance to exit a facility. Each school building evacuation plan includes provisions that seek to maximize the opportunity for students with mobility impairments to evacuate the school building alongside their non-mobility impaired peers.

Adopted: September 11, 2006

Revised: August 10, 2009
May 2012
May 2013
June 2014
February 2018
May 2019
June 10, 2020
June 15, 2022
June 6, 2023
June 4, 2024

Legal Refs: Code of Virginia, 1950, as amended, §§ 2.2-3705.2, 22.1-137.4, 22.1-279.8.
Acts 2006, c. 164.
8 VAC 20-131-260.

Cross Refs.: CBA Qualifications and Duties for the Superintendent
CLA Reporting Acts of Violence and Substance Abuse

EBA		Reporting of Hazards
EBB		Emergency First Aid, CPR and AED Certified Personnel
EBC		Safety Drills
EEA		School Bus Scheduling and Routing
GBE		Staff Weapons in School
JFC		Student Conduct
JFCD		Weapons in School
JFCE		Gang Activity or Association
	JHCD	Administering Medicines to Students
JHH		Suicide Prevention
JM		Restraint and Seclusion of Students
JO		Student Records
KK		School Visitors

Student Promotion and Retention

The Lexington City School Board holds the philosophy that every student is an individual with worth and dignity. In keeping with this philosophy, the Board directs that each decision regarding student promotion or retention be made on an individual basis with first consideration given to the emotional well being of the student in question and the instructional benefit to be gained by the student. Promotion is not considered a reward and retention is not considered a punishment.

Accordingly, the following are intended to assist in the decision-making process. Teachers and administrators are to consider these guidelines along with all other extenuating circumstances in making final decisions relative to the promotion or retention of individual pupils.

Elementary (Grade K-5)

Students should meet the following benchmarks by the end of the school year:

- 1) Kindergarten: complete Alphabet Knowledge and Early Letter Name Spelling (marking beginning and ending sounds and tracking with self-correction).
- 2) Grade 1: Instructional reading level (strong primer and early first grade reader).
- 3) Grade 2: Second grade reading level (strong second).
- 4) Grades 3-5: On grade level at the end of the year and ready for content and reading material at the next grade level.
- 5) Grades K-5: Students should demonstrate consistent achievement of grade level math objectives.

Additionally, any student in grades 3-5 who receives the grade of “F” for the year in any two of the major academic subjects (Math, Reading, Science, Social Studies) may be retained at the current grade level.

Middle School (Grades 6-8)

Students failing two (2) or more of the major academic subjects (English, Mathematics, History/Social Studies and Science) may be retained in their present grade level.

Revised: September 11, 2006.

Legal Ref.: 8 VAC 20-131-30.

Cross Ref.: IKEB Acceleration

Sex Offender and Crimes Against Minors Registry Information

Generally

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 (the Registry) within the division.

The superintendent 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.

The superintendent notifies the parent of each student enrolled in the school division of the availability of information in the Registry and the location of the website.

Visitors to Schools

When the school division learns that a parent, other than a parent who has been convicted of a Tier III offense as defined in Va. Code § 9.1-902, if an enrolled student is required to register with the Registry, the parent is notified in writing that he or she is barred from being present at school or at school functions without the express written approval of the student's principal. Such approval must be obtained in advance of the proposed visit and will state the conditions under which the parent may be present. When such a parent is permitted at school or at school functions the parent is monitored to ensure that he or she does not come into contact with any children other than the parent's own children.

When the school division learns that any person other than the parent of an enrolled student, who is required to register with the Registry, but who has not been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, seeks to be present at school or at school functions, the person is notified in writing that he or she is barred from being present at school or school functions without the express written approval of the principal of the school the person seeks to visit or which sponsors the event the person seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the person may be present. One of the conditions will be that the person will be monitored to ensure the safety of students, staff, and others.

Principals consider requests to be present at school or at school sponsored activities from all persons who are required to register with the Registry but have not been convicted of a Tier III offense as defined in Va. Code § 9.1-902 in accordance with procedures established by the superintendent.

No adult who has been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, may enter or be present during school hours, and during school-related or school-sponsored activities on any property the person knows or has reason to know is a school or child day center

property, school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless

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

Adopted: July 12, 2004.
Revised: September 11, 2006
August 13, 2007
February 12, 2010
August 2010
June 21, 2011
March 10, 2021

Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-79, 22.1-79.3, 9.1-902, 9.1-914, 9.1-918 and 18.2-370.5.

Commonwealth v. Doe, 278 Va. 223 (2009).

Cross Ref: BBA School Board Powers and Duties
DJF Purchasing Procedures
KK School Visitors
KNAJ Relations with Law Enforcement Authorities

Student Conduct (LCS POLICY JFC)

Generally

The Lexington City School Board establishes expectations for student conduct so that public education is conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

In addition to the types of conduct prohibited below, the superintendent issues Standards of Student Conduct and a list of possible actions for violations of those Standards.

This Policy and the Standards of Student Conduct apply to all Lexington City school students. They are enforced when the student's conduct occurs when the student is

- On school property.
- Traveling to school or from school.
- Traveling to, at, and from bus stops.
- In School Board vehicles.
- In attendance at any school-sponsored activity.
- Off school property if the conduct disrupts the learning environment.

The School Board and superintendent biennially review the model student conduct code developed by the Virginia Board of Education to incorporate into policy and the Standards of Student Conduct a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Parental Involvement and Responsibility

Each parent of a student enrolled in Lexington City Schools has a duty to assist in enforcing this policy, the Standards of Student Conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights. This policy, the Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance law is sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of this policy, the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's designee to review this policy, the Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law and to discuss improvement of the child's behavior, school attendance and educational progress.

The school principal or principal's designee notifies the parents of any student who violates a School Board policy, the Standards of Student Conduct, or the compulsory school attendance requirements when such violation is likely to result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice states (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent

may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations district court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education as described in Policy CLA Reporting Acts of Violence and Substance Abuse.

If a parent fails to comply with the requirements of this Policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

A parent, guardian or other person having control or charge of a student is notified in writing of any disciplinary action taken with regard to any incident upon which an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G was based and the reasons therefor. The parent or guardian is also notified of the parent or guardian's right to review, and to request an amendment of, the student's scholastic record, in accordance with regulations of the Board of Education governing the management of scholastic records.

Prevention, Intervention, and Treatment Activities and Programs

Any student involved in a reportable drug or violent incident, as described in Policy CLA Reporting Acts of Violence and Substance Abuse, participates in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

Prohibited Conduct

The following conduct is prohibited. Students engaging in such conduct are subject to disciplinary action.

Bullying and Use of Electronic Means for Bullying

Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

The principal or principal's designee notifies the parent of any student involved in an alleged incident of bullying within 24 hours of learning of the allegation of bullying.

Gang Activity

Gang activity, as defined in Policy JFCE Gang Activity or Association, is prohibited.

Harassment

As provided in Policy JFHA/GBA Prohibition Against Harassment and Retaliation, students are prohibited from harassing other students, school staff, volunteers, student teachers or any other person present in school facilities or at school functions.

Hazing

Hazing is prohibited.

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

Intentional Injury of Others

Students are prohibited from intentionally injuring others.

Self-defense

Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.

Threats: Intimidation

Students are prohibited from making any verbal, written or physical threat of bodily injury to another person.

Trespassing

Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property

Use and/or Possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids, and Other Drugs

Students are prohibited from possessing, using, or distributing any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

Students are prohibited from attempting to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, nicotine vapor products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

Use of Profane or Obscene Language and Conduct

Students are prohibited from using profane or obscene language or engaging in profane or obscene conduct.

Vandalism

Students are prohibited from vandalizing school property and the property of any School Board staff member or any other person.

The School Board may recover damages sustained because of the willful or malicious destruction or, or damage to, public property pursuant to Policy ECAB Vandalism.

Adopted: May 9, 1994
Revised: July 12, 2004
May 9, 2006
June 21, 2011
May 2013
June 2014
February 2015
March 11, 2020
December 9, 2020
June 9, 2021
June 6, 2023

Legal Refs.: Code of Virginia, 1950, as amended, §§16.1-260, 18.2-56, 18.2-308.1, 18.2-308.7, 22.1-23.3, 22.1-78, 22.1-200.1, 22.1-253.13:7; 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6, 22.1-288.2.

Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension, Virginia Board of Education June 2021.

Cross Refs.:

CLA	Reporting Acts of Violence and Substance Abuse
EBB	Threat Assessment Teams
ECAB	Vandalism
IIBEA/GAB	Acceptable Computer System Use
JFCE	Gang Activity or Association
JFCF	Drugs in School
JFG	Search and Seizure
JFHA/GBA	Prohibition Against Harassment and Retaliation
JGA	Corporal Punishment
JGD/JGE	Student Suspension/Expulsion

JGDA

JGDB

JN

Disciplining Students with Disabilities

Discipline of Students with Disabilities for Infliction of
Serious Bodily Injury

Student Fees, Fines and Charges

Acceptable Computer System Use (LCS GAB)

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

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate division business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy and the Technology Use Guidelines established by the superintendent.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

- (1) a prohibition against use of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to:
 - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the division's computers;
- (4) provisions establishing that all usage of the computer system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social

- networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities;
 - (7) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
 - (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
 - (9) a component of internet safety for students that is integrated in the division’s instructional program.

Use of the school division’s computer system must be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division’s computer system is not a public forum.

Users of the division’s computer system have no expectation of privacy for use of the division’s resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division’s computer system without the prior approval of the superintendent or superintendent’s designee.

No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application, including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd. (i) on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. Users of the system agree to indemnify the School Board for any losses, costs, or damages relating to or arising out of any violation of this policy or the Technology Use Guidelines.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the internet. Furthermore, the School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system.

The School Board review and amends, if necessary, this policy every two years.

Adopted: September 12, 2005
Revised: September 11, 2006
August 10, 2009
June 16, 2010
May 2013
April 2019
May 2019
June 9, 2021
March 7, 2023

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 2.2-5514.1, 18.2-372, 18.2-374.1:1,
18.2-390, 22.1-23.3, 22.1-70.2, and 22.1-78.

Cross Refs.:	ECAB	Vandalism
	EGAA	Reproduction and Use of Copyrighted Materials
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JFC	Student Conduct

Technology Use Guidelines (GAB-R)

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

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the division or (2) for legitimate school business.
2. **Privilege.** The use of the division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - sending, receiving, viewing or downloading illegal material via the computer system.
 - unauthorized downloading of software.
 - using the computer system for private financial or commercial purposes.
 - wastefully using resources, such as file space.
 - gaining unauthorized access to resources or entities.
 - posting material created by another without his or her consent.
 - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
 - using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - intimidating, harassing, bullying, or coercing others.
 - threatening illegal or immoral acts.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
 - be polite.
 - users shall not forge, intercept or interfere with electronic mail messages.
 - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.

- users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
 - users shall respect the computer system's resource limits.
 - users shall not post chain letters or download large files.
 - users shall not use the computer system to disrupt others.
 - users shall not modify or delete data owned by others.
5. **Liability.** The school board makes no warranties for the computer system it provides. The school board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division is not responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the school board for any losses, costs, or damages incurred by the school board relating to or arising out of any violation of these procedures.
6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The school division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.
9. **Electronic Mail.** The school division's electronic mail system is owned and controlled by the school division. The school division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the school division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. **Enforcement.** Software will be installed on the division's computers having internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action.**

Adopted: September 12, 2005
August 10, 2009
May 2013
April 2019
May 2019

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390,
22.1-70.2 and 22.1-78.

Cross Refs:	GAB/IIBEA	Acceptable Computer System Use
	GCPD	Professional Staff Discipline
	JFC	Student Conduct

Student Records (LCS Policy JO)

Generally

The Lexington City School Board maintains accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws.

The superintendent or superintendent's designee 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 or superintendent's designee also provides for notification of all school division personnel of policy and procedures for management of education records and notification of parents and students of their rights regarding student records, including the right to obtain, upon request, a copy of this policy.

Definitions

For the purposes of this policy, the Lexington City Public Schools uses the following definitions:

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

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

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

Education program - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education,

postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

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

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

Electronic communications via emails or facsimiles regarding any matter associated with a child with disabilities, including matters related to Individualized Education Plan (IEP) meetings, disciplinary actions, or service delivery, are part of the child's educational record.

Eligible student - a student who has reached age 18.

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

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

Dissemination and Maintenance of Records About Court Proceedings

Adjudications of Delinquency and Notifications of Other Dispositions

The superintendent or superintendent's designee shall disseminate the notice or information regarding an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G. contained in a notice received pursuant to Va. Code § 16.1-305.1 to school personnel responsible for the management of student records and to other relevant school personnel,

including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

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

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

If the child is not enrolled in the division when notification is received pursuant to Va. Code § 16.1-305.1, the superintendent forwards the notification to the superintendent of the school division where the child is enrolled or where the child intends to enroll, as evidenced by the division's receipt of a request from another division for the child's scholastic record.

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

Petitions and Reports

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

- If the juvenile is not enrolled as a student in a public school in the division to which the notice or report was given, the superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the superintendent of the division in which the juvenile is enrolled, if known.
- Prior to receipt of the notice of disposition in accordance with Va. Code § 16.1-305.1 the superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.
- If the superintendent believes that disclosure of information regarding a report received pursuant to Va. Code § 66-25.2:1 to school personnel is necessary to ensure the physical

safety of the student, other students, or school personnel, the superintendent may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such report only to school personnel as necessary to protect the student, the subject or subjects of the danger, other students, or school personnel.

Protective Orders and Orders Prohibiting Contact with a Child

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

Notifications

Annual FERPA Notification

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

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

Notification Regarding Special Education Records

After a child with a disability graduates, ages out of, or otherwise leaves any public school, the school retains the special education records of the child for at least seven years. The school notifies the parents of each such child of the opportunity to obtain such records during the retention period.

Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records within a reasonable period of time, which shall not exceed 45 days, and before any meeting

regarding an IEP or hearing involving a student with a disability. Further, parents shall have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record.

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

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

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

Copies of Education Records

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

Fees for Copies of Records

The Lexington City Public Schools does not charge for search and retrieval of the records. The Lexington City Public Schools does not charge a fee for copying an Individualized Education Plan (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Types, Locations, and Custodians of Education Records

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

Disclosure of Education Records

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

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

A school official is:

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

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

- Performing a task that is specified in the official's position description or by a contract agreement
 - Performing a task related to a student's education
 - Performing a task related to the discipline of a student
 - Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. When a pupil transfer from one school division to another, the scholastic record or a copy of the scholastic record and a copy of the complete student disciplinary record, including copies of any relevant correspondence sent to the pupil or pupil's parent and copies of any correspondence and documentation relating to the pupil's placement in an alternative education program pursuant to Va. Code § 22.1-209.1:2 or Va. Code § 22.1-277.2:1, is transferred to the school division to which the pupil transfers if requested by such school division.
 3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state educational authorities, in connection with certain state or federally supported education programs and in accordance with applicable federal regulations.
 4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. The principal or principal's designee may disclose identifying information from a pupil's scholastic record to state or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of the law-enforcement or correctional personnel's duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or principal's designee that the

information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older.

6. To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be

destroyed when it is no longer needed for the purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which

- specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
 - requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
 - requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
 - requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
 9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
 10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:
 - the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
 - the parties to whom the division disclosed the information.
 11. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
 12. Directory information so designated by the division, if any.
 13. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the division under 42 U.S.C. § 14071 and applicable federal guidelines.

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

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

Unauthorized Disclosure of Electronic Records

In cases in which electronic records containing personally identifiable information are reasonably believed to have been disclosed in violation federal or state law applicable to such information, the school division shall notify, as soon as practicable, the parent of any student affected by such disclosure, except as otherwise provided in Va. Code §§ [32.1-127.1:05](#) or [18.2-186.6](#). Such notification shall include the (i) date, estimated date, or date range of the disclosure; (ii) type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure.

Disclosure to Federal Agencies

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

Disclosure of Information Relating to Home Instructed Students

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

Audit or Evaluation of Education Programs

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

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

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

Military Recruiters and Institutions of Higher Learning

The Lexington City Public Schools provides, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings

unless a parent or eligible student has submitted a written request that the student's name, address and telephone listing not be released without the prior written consent of the parent or eligible student. The school division notifies parents of the option to make a request and complies with any request.

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

Record of Disclosure

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

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

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

Directory Information

The Lexington City School Board notifies parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that the parent or eligible student does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice.

No school discloses the address, telephone number, or email address of a student pursuant to the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a)(11) unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible student has not opted out of such disclosure in accordance with Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

Parents and eligible students may not use the right to opt out of directory information disclosures to

- 1) prevent disclosure of the student's name, identifier, or institutional email address in a class in

which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

LEXINGTON CITY SCHOOLS - NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Lexington City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Lexington City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised Lexington City Schools to the contrary in accordance with Lexington City Schools' procedures. The primary purpose of directory information is to allow Lexington 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 the following information – 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 you do not want Lexington City Schools to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Lexington City Schools in writing by September 15th or the next business day. Lexington City Schools has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Correction of Education Records

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

1. Parents or the eligible student must request in writing that the Lexington City Public Schools amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
2. Lexington City Public Schools shall decide whether to amend the record in accordance with the request within a reasonable period of time. If it decides not to comply, the school division shall notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Lexington City Public Schools shall arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing. The hearing shall be held within a reasonable period of time after the request.

4. The parent or eligible student may, at the parent's or eligible student's own expense, be assisted or represented by one or more individuals of the parent's or student's own choice, including an attorney.
5. The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school division. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records in accordance with FERPA.
6. Lexington City Public Schools shall prepare a written decision which will include a summary of the evidence presented and the reasons for the decision within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing.
7. If Lexington City Public Schools decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.
8. If Lexington City Public Schools decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained and disclosed whenever the school division discloses the portion of the record to which the statement relates.

Confidentiality of HIV and Drug and Alcohol Treatment Records

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

Adopted: May 2000
Revised: May 9, 2006
August 25, 2008
May 18, 2009
June 16, 2010
December 6, 2011
May 2012
October 2013
June 2014
October 2014
May 2015
May 2016
February 2017
May 2018
May 2019
June 10, 2020
June 4, 2024

Legal Refs.: 18 U.S.C. §§ 2331, 2332b.
20 U.S.C. §§ 1232g, 7908.
42 U.S.C. § 290dd-2.

34 C.F.R. 99.3, 99.7, 99.10, 99.11, 99.20, 99.21, 99.22, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 300.617.

Code of Virginia, 1950, as amended, §§ 2.2-3704, 2.2-3705.4, 2.2-3804, 16.1-260, 16.1-305.1, 16.1-305.2, 22.1-23.3, 22.1-254.1, 22.1-279.3:2, 22.1-287, 22.1-287.01, 22.1-287.02, 22.1-287.1, 22.1-288, 22.1-288.1, 22.1-288.2, 22.1-289, 23.1-405, 32.1-36.1, 64.2-2003.

8 VAC 20-81-170.

Cross Refs.:	IGBA	Programs for Students with Disabilities
	IJ	Guidance and Counseling Program
	JEC	School Admission
	JEC-R	School Admission
	JECA	Admission of Homeless Children
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities
	JGD/JGE	Student Suspension/Expulsion
	JHCB	Student Immunizations
	JHCD	Administering Medicines to Students
	JOA	Student Transcripts
	JRCA	School Service Providers' Use of Student Personal Information
	KBA	Requests for Public Records
	KBA-R	Requests for Public Records
	KBC	Media Relations
	KNB	Reports of Missing Children
	KP	Parental Rights and Responsibilities
	LBD	Home Instruction
	LEB	Advanced/Alternative Courses for Credit

LCS Agreement of Equipment Checkout and Use

I, the parent or guardian of (student name) _____, understand that my son or daughter must adhere to the terms of the Lexington City Schools School Board Policies for *Acceptable Computer System Use* and *Technology Use Guidelines* (GAB and GAB-R). I understand that access to LCS technology resources is for educational purposes only. I accept responsibility to set and convey rules, regulations and standards for appropriate and acceptable use by my son or daughter when he or she is using LCS technology resources. Furthermore, my signature indicates my permission to allow my child to have access to the Internet under the conditions set forth. Anyone accepting use of the loaned equipment will follow all school rules while using the equipment.

I have read, understood, and agreed to the equipment checkout agreement. I will not damage the equipment and understand that I will be charged for any loss or damage of the equipment while it is checked out to me.

Loss or damage of device will result in a fee of:
\$300 for Chromebook total loss or missing.
\$150 for screen replacement or system board replacement.
\$50 for keyboard replacement.
\$60 for charger replacement.

I have read the Lexington City Schools equipment checkout agreement above and I have explained to my child what is expected. I give my child permission to use the technology resources accordingly.

Parent/Guardian **PRINT NAME** _____

Parent/Guardian Signature: _____ Date: _____

Phone number where you can be reached _____

Please print child's name : _____

Grade: _____ School: _____

Chromebook (with charger)

Chromebook Number: _____