



Arlington
Public
Schools



**STUDENTS' RIGHTS AND RESPONSIBILITIES:
STUDENT CODE OF CONDUCT HANDBOOK
2022-23**

Arlington, Virginia
www.apsva.us

CONTENTS

Message from the Superintendent.....	3
APS Mission and Vision	4
APS Strategic Goals.....	4
Core Values.....	4
Student Code of Conduct Connection to APS Strategic Plan	4
Introduction and Background.....	5
APS Diversity, Equity and Inclusion Commitment and Accountability Statement....	5
Rights and Responsibilities.....	6
Roles and Responsibilities of Students	6
Roles and Responsibilities of APS Parents/Guardians & Community	6
Parents/Guardians	6
Community	8
Law Enforcement.....	8
Roles and Responsibilities of APS Staff.....	8
Principals.....	8
Teachers.....	8
School Counselors	9
School Nurses	9
School Psychologists	9
School Social Workers	9
Specialized Instructional Support Personnel	10
Student and School Support Staff	10
Expectations A-Z	10
Admission from Another School Division or Private School	10
Alcohol, Tobacco, Drugs.....	10
APS Response to Complaints of Discrimination/Harassment.....	10
Assault, Fighting	10
Attendance	10
Attendance	11
Make-up Work.....	11
Relationship between School Attendance and Academic Success.....	11
Attendance Help	11
Bullying.....	11
Bus Conduct	11
Cell Phones, Laptops, Tablets, Other Portable Devices	12
Cheating, Plagiarism.....	12
Crisis Assistance.....	12
Discrimination	12
Discriminatory Harassment.....	12
Disruption	12
Dress Code Standards	12
Expression	13
Gambling.....	13
Gang-Related Activities	13
Illegal Devices/Non-Weapons.....	13
Medications at School	13
Participation in Student Activities.....	13
Pledge of Allegiance, Moment of Silence	13
Police Involvement	13



Arlington Public Schools prohibits discrimination on the basis of race, national origin, creed, color, religion, gender, age, economic status, sexual orientation, pregnancy, marital status, genetic information, gender identity or expression, and/or disability. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extracurricular activities. Violations of this policy should be reported to the Director of Culture and School Climate at 703-228-2887 or the Assistant Superintendent for Human Resources at 703-228-6110.

Reportable Offenses to the Police	13
Know Your Rights.....	14
Property Violations	14
Restitution	14
Retaliation.....	14
Searches and Confiscation of Student Property.....	14
Second Chance Program	14
Social Media.....	14
Students Aged 18 and Older	15
Title IX: Sexual Misconduct.....	15
Technology Use.....	15
Vaping.....	15
Virginia High School League Eligibility.....	15
Visitors.....	15
Weapons.....	15
Resources.....	16
Steps to Follow to Resolve a Student-Related Concern	16
Important School Contact Information.....	16
Important Central Office Services Contact Information	17
Emergency Numbers.....	17
Student Code of Conduct	18
Guiding Principals	18
Code of Conduct Objectives:	18
Application of Student Code of Conduct	18
Due Process Rights Related to Student Code of Conduct Violations	18
Guidance Regarding Behavioral Issues for Students with Disabilities.....	19
Physical Interventions for Students in Crisis	19
Restorative Practices	19
School Climate.....	20
Equity in the Administrative Decision-Making Process	20
Data-Driven Decision-Making.....	20
APS Working Together to Support Students	21
Diversity Equity & Inclusion	21
Professional Learning	21
Social Emotional Learning, Profile of a Graduate and Student Conduct.....	21
Student Support: Early Intervention and Prevention	22
Arlington Tiered System of Support (ATSS)	22
APS Student Support Team Process.....	23
Equity Through Leveled Responses to Student Behavior.....	23
APS Levels of Intervention and Administrative Responses to Student Behavior ..	23
APPENDIX 1: Glossary of Terms	24
APPENDIX 2: Guidance for Students with Disabilities.....	29
Functional Behavior Assessment and Behavior Intervention Plan.....	29
Discipline of Students With an IEP	29
Manifestation Determination Review (MDR)	29
Special Education Due Process	30
Protections for Students Not Currently Eligible for Special Education	30
Use of Seclusion and Restraint for	
APS Students in IEP-Placement Private Schools	30
Protections for Students Covered by Section 504 Plans.....	31
APPENDIX 3: Related Links	31
AKNOWLEDGEMENTS	31

MESSAGE FROM THE SUPERINTENDENT

Dear APS students and families,

As Superintendent of Arlington Public Schools (APS), I am excited to welcome families and staff back to school. Together, we will focus on implementing our four strategic plan goals: student success and well-being, operational effectiveness, partnerships and an engaged workforce. APS is committed to providing every student with an excellent educational experience in a safe, supportive and respectful learning environment. Central to this goal is our commitment to equity, fairness and social justice. The Students' Rights and Responsibilities: Student Code of Conduct Handbook was developed to clearly communicate student conduct expectations and available resources.

It reflects:

- APS policies and procedures regarding student behavior;
- Our commitment to the equitable treatment of all students in the application of administrative responses to student behavior;
- The vital role of parents/guardians as partners in student success and problem-solving;
- The process parents/guardians should follow to best address concerns involving their student;
- Staff's role individually and collectively in implementing positive behavior supports and identifying resources and services that meet the behavioral needs of students and their families;
- Proactive approaches that address the underlying (root) causes of student behaviors;
- Levels and responses for student behavior including the role of law enforcement in interacting with students in the school setting; and
- The use of data analysis to monitor and address any racial disparities in our response to student behaviors.

We firmly believe that successful schools need and rely upon collaborative relationships between parents/guardians, other caregivers, students, school personnel and the community - all working together to promote and support positive outcomes for every student. While we always assume goodwill and best efforts aimed at prevention, there are student incidents that require our intervention through a variety of student supports, services and actions. Research on student conduct consistently emphasizes the importance of social-emotional learning and implementing positive behavioral supports and services in lieu of punitive actions that should only be used as a last resort and in accordance with School Board policies and applicable laws.

Staff and I request that you take time to review this handbook with your student. Virginia state law requires all parents to acknowledge that they reviewed and received the Student Code of Conduct. Verifying through the Annual Online Verification Process satisfies this requirement. Please contact your student's school or the Director, Student Climate and Culture at 703-228-2887 should you have questions regarding the contents of this manual. Your ongoing support of Arlington Public Schools is appreciated.

Have a great school year.

Sincerely,



Francisco Durán, Ed.D.
Superintendent, Arlington Public Schools



APS MISSION AND VISION

MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments.

VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.

APS STRATEGIC GOALS

STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps, so all students achieve excellence.

STUDENT WELL-BEING

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

ENGAGED WORKFORCE

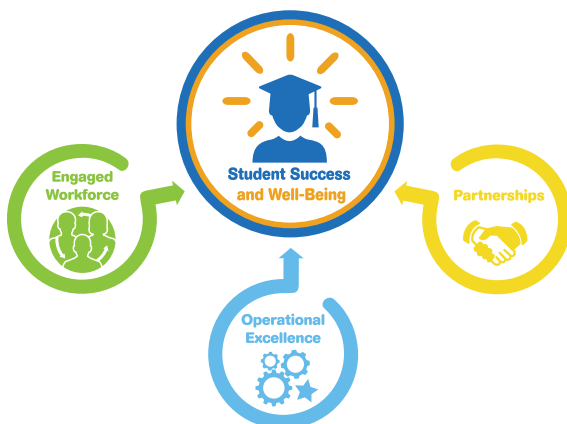
Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.

OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community.

PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.



CORE VALUES

EXCELLENCE

Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.

EQUITY

Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.

INCLUSIVITY

Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.

INTEGRITY

Build trust by acting honestly, openly, ethically, and respectfully.

COLLABORATION

Foster partnerships with families, community, and staff to support the success of our students.

INNOVATION

Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.

STEWARDSHIP

Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

STUDENT CODE OF CONDUCT CONNECTION TO APS STRATEGIC PLAN: STUDENT WELL-BEING: HEALTHY, SAFE AND SUPPORTED STUDENTS

APS is committed to creating an environment that fosters the growth of the whole child. Student measures of success go beyond academic achievement and includes student well-being and their long-term development and success. APS is working diligently in ensuring all students are healthy, safe, and supported focusing on: (1) Creating an environment that fosters the growth of the whole child and (2) Nurturing all students' intellectual, physical, mental, behavioral, and social-emotional growth in healthy, safe, and supportive learning environments.

INTRODUCTION AND BACKGROUND

This APS Student Code of Conduct Handbook was written in accordance with the Virginia Department of Education Guidance for Positive and Preventive Code of Student Conduct Policy and Alternative to Suspension and APS Student Code of Conduct Policy.

This handbook serves as a guide to provide students, families, school personnel, and community with clear and concise information about behavioral expectations, equitable practices, proactive prevention and intervention-based approaches or resources to effectively address student social-emotional concerns, responses to student behavior and reporting requirements in accordance with APS school division policies and Virginia Department of Education requirements.

We encourage all parents and school staff to use this handbook as a tool to guide conversations with students about school rules, rights, behavioral expectations, and appropriate conduct. All members of the school community including students, parents/guardians, principals, school staff and the district office staff play an integral role in creating and maintaining a positive, safe, fair, equitable and supportive school community.

APS STUDENT CODE OF CONDUCT FRAMEWORK EMPHASIZES THE IMPORTANCE OF:

- Developing effective partnerships with students, families, and community
- Implementing a school-wide behavior framework that is preventative, restorative, multi-tiered and culturally responsive
- Helping students achieve academically and develop social-emotional learning competencies
- Redirecting, modeling, and teaching students' appropriate responses and behaviors
- Implementing prevention and intervention strategies, restorative practices and alternatives to suspensions that focus on the behavioral concern
- Using suspensions and expulsions as a last resort and minimizing the amount of time that students spend outside of the classroom and school
- Providing levels of responses that match the severity of the behavior and/or incident
- Ensuring equitable responses to student behaviors
- Ensuring staff receive on-going professional learning in implicit bias, cultural competence, restorative practices, mental wellness, and trauma-informed care
- Creating positive school climates that focus on prevention
- Developing clear, appropriate, and consistent expectations to address disruptive student behaviors

- Collecting and analyzing system-wide and school level discipline data by gender, ethnicity, race, linguistic background and disability status to inform our policies, practices, procedures and understand the effectiveness
- Providing professional learning opportunities for all staff to ensure equitable application of school discipline policies, practices, and procedures and to promote a system-wide understanding of the new discipline framework/philosophy

APS DIVERSITY, EQUITY AND INCLUSION COMMITMENT AND ACCOUNTABILITY STATEMENT

Arlington Public Schools is committed to providing inclusive learning environments for our students, families, and staff. All students in Arlington Public Schools are welcomed, valued, and shall be included and supported in all schools, classrooms, curricular, and co-curricular activities throughout Arlington Public Schools. Arlington Public Schools solicits and listens to all voices within our community, honors diversity, and values the strengths and differences of all its community members. We embrace the contributions of all students, families, and staff to ensure each student's potential is realized. We are committed to supporting the needs of our historically and institutionally marginalized populations. We value student diversity and respect individual differences that distinguish people.

Arlington Public Schools is committed to educational excellence for students and workplace excellence for all staff, embedding equitable and inclusive practices in all aspects of the Arlington Public Schools community. Equity and inclusivity are principles that permeate our culture as a public educational institution. In order to achieve excellence, Arlington Public Schools acknowledges the historical and current impact of bias, prejudice, and discrimination, and has implemented policies and procedures that address this impact. Arlington Public Schools is committed to ensuring that student success and staff engagement are not determined by race, ability, age, ethnicity, gender, language, religion, veteran status, sexual orientation, national origin, creed, color, marital status, gender identity or expression, pregnancy status, genetic information, citizenship status, disability, and/or socioeconomic status or any other area in which people may experience discrimination.

RIGHTS AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES OF STUDENTS

As a student, you have a right to:

- A quality and engaging education in an environment that is safe, respectful, just and comfortable.
- Attend a safe, welcoming school and belong to a community that values and promotes learning alongside social and emotional skill development through a positive behavior approach.
- Expect courtesy, fairness, and respect from school staff members and other students.
- Express opinions freely through speech, assembly, petition, and other lawful means.
- Every student has the right to be addressed by names and pronouns that correspond to the student's gender identity.
- Access to facilities that correspond to a student's gender identity will be available to all students. Single user, gender neutral facilities will be made available to all users who seek privacy
- Advocate for change in any law, policy, or policy implementation
- Talk with your teachers, counselor, and other school staff about any concerns.
- Receive equitable consequences without discrimination.
- Report any incidents of bullying, harassment, abuse, and verbal or physical threats and know that something is being done about them.
- Access your own records, within appropriate guidelines.
- Receive student code of conduct information in your preferred language.
- Receive specialized instruction, accommodations and supports, if eligible, as determined by state and federal laws.

As a student you have a responsibility to:

- Attend school regularly, arrive on time, bring appropriate materials, and be prepared to participate in class and do homework.
- Do your best.
- Respect the rights, feelings, and property of other students, parents/guardians, school personnel, visitors, guests and school neighbors.
- Behave respectfully on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom including virtual instruction so as not to interfere with the educational process.
- Follow classroom, school, and systemwide expectations.

- Report violations of rules or other matters of concern that impact your safety or the physical or mental well-being of others.

ROLES AND RESPONSIBILITIES OF APS PARENTS/GUARDIANS & COMMUNITY

The successful education and healthy social-emotional development of every Arlington Public Schools student relies on the essential partnership between families and staff at all levels of Arlington Public Schools, especially at the local school level which is typically closest to the student's educational experience, and ability to quickly identify and address educational or behavioral issues that may impact a student's learning or the learning of others.

Arlington Public Schools delineates the following roles of families, school administrators, teachers, support personnel, law enforcement and community in creating and maintaining a safe, supportive, effective learning environment. We also recognize the commitment and need for ongoing staff training to effectively address the often complex and multifaceted needs of students and their families.

PARENTS/GUARDIANS

APS recognizes the importance of taking proactive steps to engage families in creating and maintaining a school community that is safe, supportive and conducive to learning. Where there are collaborative home school partnerships, students do better academically, behaviorally, and socially in school. It is important that the school and parents/guardians work closely together and be supportive of steps taken to bring about desired changes in conduct. It is expected that school staff will use appropriate and fair interventions and responses and will communicate effectively with parents/guardians to explain the behavior issue, the action taken, the due process procedure, and the goal of working together to see positive results.

Four Strategies, In Developing Effective Home-School Partnerships

- Embracing a philosophy of shared power and responsibility.
- Recognizing and celebrating diversity.
- Creating a trusting collaborative relationship; and
- Respecting and addressing family needs.

Creating a positive school climate requires involving families and creating a welcoming atmosphere to ensure their participation. Towards this effort APS recognizes that:

- Families may be composed of parents/guardians, siblings, grandparents, aunts, uncles, stepchildren, friends and other trusted adults.

- Families should be involved in the analysis of data to inform developing policies and practices to improve conditions for learning.
- Parents have a right to be informed and participate in decisions affecting their individual child and to access grievance procedures, which are addressed in this document.

Section 22.1-279.3. of The Code of Virginia sets forth the duty of each parent/guardian of a student enrolled in a public school to assist the school in enforcing the standards of student conduct and compulsory school attendance. Parents are required to:

- Acknowledge receipt of the School Board's Standards of Student Conduct, use of directory information, family life education participation, and acceptable technology use.
- Notify the school upon registration of a student, information concerning criminal convictions or delinquency adjudications for any offense listed in subsection G of § 16.1-260 (Virginia State Code).
- Demonstrate positive communication and cooperation with school staff and external serving agencies in addressing topics such as bullying, student progress, attendance, technology use, academic and or behavioral student assistance programs, and prevention and intervention programs that impact their student's success in school.
- Utilize a clearly articulated and understandable path or communication protocol for accessing the appropriate staff to address any matters related to the education and well-being of their student in the school environment.

APS recognizes that having such avenues for families to engage and communicate their concerns, to provide suggestions, and to access information regarding their children can help to create a positive partnership between families and schools, thus strengthening the school community.

Providing families with avenues of communication and access to proactive supports and resources can re-frame the relationship regarding student conduct and create partners instead of adversaries when incidents arise.

Ways That Parents or Guardians Can Support Their Student with Disabilities

- The following suggestions will help to support your student's learning as well as promote a positive school/home partnership:
- Talk with other parents of children with disabilities, contact a Parent Resource Center, get involved in a local parent group, and attend workshops to learn more about the education of children with disabilities.

- Attend all meetings concerning your child. Prepare by talking with your child about his or her feelings toward school, by listing your ideas about your child's strengths and weaknesses, your goals for your child, and by making notes about what you want to say during the meeting.
- Ask your child's teacher, the principal, or the special education administrator when you have questions.
- Communicate requests, concerns, or problems in writing and keep a copy for your own records. Let your child's teacher(s) know that you want to be involved in your child's education. Make time to talk with the teacher(s) and, if possible, visit the classroom.
- Explain any special equipment, medication, or medical problem your child has that impacts their provision of educational services.
- Let the teacher(s) know about any activities or big events that may influence your child's performance in school.
- Utilize the expertise of the [APS Parent Resource Center](#). It provides invaluable information and training for parents.
- Ask that samples of your student's work be sent home. If you have questions or suggestions, make an appointment with the teacher(s) to talk about new ways to meet your student's goals.
- Ask the teacher(s) how you can build upon your student's school activities at home. Encourage behavior that leads to success in school, such as accepting responsibility, following rules, being organized, and being on time.
- Volunteer to help in the classroom or school, if possible. This will let you see how things work in the school and how your child interacts with others. It also will help the school.
- Remember that you and the school want success for your child. Working together can make this happen.

Parents/Guardians have a right to:

- Receive regular official reports of your academic progress, conduct and attendance.
- Make recommendations and give input about educational planning.
- Participate in conferences with teachers and/or the principal.
- Receive explanations from teachers about their student's grades.
- Access all their student's school records, in accordance with the Family Educational Rights and Privacy Act (FERPA).

- Obtain further clarification of student rights, responsibilities, and APS Student Code of Conduct.
- Receive student code of conduct information in their preferred language.
- Receive written and oral communications from your school in their preferred language.
- Receive timely information regarding disciplinary actions, which includes the process for appealing discipline decisions.

**Students 18 years and older may opt out of parent access to certain information.*

Parents/Guardians have a responsibility to:

- Assist school staff by sharing ideas for improving student learning and preventing or resolving student inappropriate student conduct issues.
- Provide supervision for your health, physical and emotional well-being.
- Ensure the students' attendance is prompt and regular while also providing the school with explanations for your absences or tardiness.
- Attend parent/guardian conferences.
- Provide appropriate supervision for you before and after school.
- Review and discuss student rights, responsibilities, and student code of conduct with their student(s).
- Monitor online technology to ensure appropriate access and use of social media platforms.

COMMUNITY

It is vital that Arlington Public Schools and the community develop collaborative partnerships to meet the needs of students. Development of partnerships with mental health agencies, juvenile justice, and social service agencies as well as businesses and nonprofit organizations are critical to establishing a network of services and supports that ensure success for all students and create safe, supportive learning environments.

LAW ENFORCEMENT

In addressing the relationship between APS and law enforcement, the following points are important to remember:

- Law enforcement officers are not school disciplinarians.
- Responses to student behavior remain the responsibility of school administrators and staff.

Arlington Public Schools will handle all Student Code of Conduct violations within the bounds of the Student Code of Conduct Policy without involving the Arlington County Police Department unless a Student Code of Conduct violation has been committed that mandates

contact with law enforcement as outlined in the Code of Virginia 22.1-279.3:1 and School Board policy. Police notification and involvement will be treated as a serious matter and every effort will be made to contact the parent/guardian. For more information see [APS/ACPD MOU](#).

**ROLES AND RESPONSIBILITIES OF APS STAFF
PRINCIPALS**

Arlington Public Schools principals and administrative teams have the responsibility of working with parents, community members, students and staff to establish and maintain a positive school climate that reflects the philosophy of Arlington Public Schools. As the instructional leader of a team of essential stakeholders, the principal should demonstrate support for a prevention framework for behavior by:

- aligning philosophically with a positive approach to behavior,
- allocating funding,
- establishing a clear protocol for parents to address concerns that impact their student,
- providing visibility (active communication with relevant stakeholders),
- supporting plans for implementation,
- allowing for professional learning,
- establishing coaching supports,
- providing performance feedback,
- establishing a team of leaders to drive implementation,
- collaborating with specialized instructional support personnel to analyze data and develop interventions and supports, and
- involving teachers, families, and communities in data analysis and development of interventions and supports.

Principals are responsible for managing student conduct on school premises, on the school bus, and at school sponsored events. Principals are also responsible for implementing a clear, consistent, restorative process consistent with Arlington Public School procedures for removing students from an instructional setting at a teacher's request and for returning the student to the instructional setting.

TEACHERS

According to the Standards of Accreditation 8VAC20-131-220, "The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy..." Teachers are responsible for establishing and maintaining a safe, supportive environment that is developmentally and culturally appropriate and

promotes student academic, behavior and social-emotional development. Developing positive relationships with students that are built on mutual trust and respect have been shown to demonstrate some of the highest positive effects on student achievement and behavior.

Developing relationships requires teachers to possess specific skills such as the skills of listening, empathy, caring and having a positive regard for others. The impact of teacher student relationship variables includes gains in positive behavior, critical/creative thinking, math, verbal skills, and overall grades. Because there is a correlational link among student behaviors, positive school climate, and academic achievement, it is expected that APS teachers will:

- Develop a safe and positive physical environment;
- Teach (and re-teach when necessary) behavioral expectations;
- Reinforce positive behavior;
- Provide instructional feedback on behaviors;
- Utilize the school's tiered framework of interventions and supports for students who are not meeting behavioral expectations;
- Recognize personal stress, reactions that may escalate negative student behavior, and personal bias; and
- Use individual and classroom data to monitor student behavior progress and the teacher's responses to behavior.

Teacher Responses to Manage Student Behaviors

Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations. Teachers have the authority to remove a student from a class for disruptive behavior in accordance with [School Board Policy J-7.4, Student Code of Conduct](#). See Appendix I for examples of Proactive Teacher Supports for Classroom Managed Behaviors and examples of Instructional Teacher Responses for Classroom Managed Behaviors.

SCHOOL COUNSELORS

School counselors support all APS students by providing guidance to in their academic, career, and personal, and social development. School counselors collaborate with parents, teachers, administrators, and others to promote learning and to help students establish and achieve their education, career, and personal goals. They provide leadership to ensure that students benefit from effective strategies and services that promote the following in a developmental manner across age, ability levels and grades.

- **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.
- **Social-Emotional** – Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

SCHOOL NURSES

The school nurse provides emergency care assessments and interventions, management of acute and chronic health conditions, referral, and support to access primary care, preventive services, communicable disease control measures, counseling for health promotion, and identification and management of health-related barriers to student learning.

SCHOOL PSYCHOLOGISTS

School psychologists have specialized training that enables them to understand and work with students in relation to their academic progress, behavior, social-emotional development, and relationships. They specialize in analyzing complex student and school problems and work together with the school and family to identify and implement appropriate evidence-based interventions to improve outcomes at home and school. The School Psychologist is an important member of the school team that addresses student progress. They may consult with teachers and parents to coordinate services and supports for students' academic, social, and behavioral needs. They are critical members of the student support teams and the crisis intervention teams. Their training in conducting risk and threat assessments and in evaluation, data collection, and interpretation can facilitate identifying and implementing the supports that students may need to ensure their success.

SCHOOL SOCIAL WORKERS

School social workers specialize in understanding family and community systems and linking students and their families with the community services that are essential for promoting student success. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created because of poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to vulnerable populations of students that have a higher risk for truancy and dropping out of school. They work closely with teachers, administrators, parents, and

other educators to provide coordinated interventions and consultation designed to keep students in school and help their families access the supports needed to promote student success.

SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL

Specialized instructional support personnel (SISP) include those members of the staff who have direct responsibilities for providing for the physical, mental, and social-emotional health of students. They include school counselors, nurses, psychologists, speech-language pathologists, physical and occupational therapists, audiologists, social workers, behavior specialists, and others who work in the school to provide for the physical and mental development of students. Each of these professionals has a direct role in promoting and supporting a positive school climate that focuses on prevention, intervention, and support to assist students in meeting the behavioral expectations of the student code of conduct.

STUDENT AND SCHOOL SUPPORT STAFF

Every school employee including teacher assistants, bus drivers, cafeteria staff, school custodians and other support staff is responsible for ensuring a safe, supportive, effective learning environment. APS believes in a team approach to support our community of learners successfully achieve their goals.

EXPECTATIONS A-Z: IMPORTANT TOPICS FOR PARENTS/GUARDIANS TO DISCUSS WITH THEIR STUDENTS

This section covers topics that parents/guardians and students frequently ask about. The information found in the appendices explain many of the items in detail. Other information, such as dress code and cell phone use at school, is intended to help you and your child better understand expectations for conduct that will contribute to a positive and enriching school experience.

Expectations for student behavior, as well as skills for resolving conflicts, managing emotions, having positive relationships, and getting along in the classroom are taught to students throughout the year. Children are encouraged and guided each day on how to get along well with others. We count on parents/guardians to reinforce messages about treating others with kindness and respect and keeping school a safe and caring place. If there is a behavior concern at school, school staff will try to contact you to work with you to improve the behavior.

Please be sure the school has your current contact phone number or other important information at all times.

ADMISSION FROM ANOTHER SCHOOL DIVISION OR PRIVATE SCHOOL

APS may postpone or refuse admission to a student who has been expelled or suspended for more than 30 days from another school district or whose private school has withdrawn admission. School officials carefully review records to recommend the best placement for the student (refer to [School Board Policy J-7.4, Student Code of Conduct](#)).

ALCOHOL, TOBACCO, DRUGS

A healthy learning environment is free of alcohol, tobacco, drugs, inhalants, and look-alike or synthetic drugs. This includes prescription and nonprescription medications that a student is not authorized to have in school (see Medications). The School Board Policies prohibits the possession, use, distribution, or sale of these substances in any form on school property. Consequences vary according to the student's age, the nature and number of offenses, and Arlington County and Virginia law.

APS RESPONSE TO COMPLAINTS OF DISCRIMINATION/HARASSMENT

APS is committed to responding to all complaints of discrimination in a manner that stops the discrimination, prevents it from happening again, and helps support the person who was discriminated against to make sure that any harm done by the discrimination is addressed. All students have a right to attend school and not fear the interruption of their education by others who behave in a discriminatory manner.

For more information about discrimination, the APS Title IX response, the APS discrimination and sexual misconduct regulations, or to file a complaint, you may contact your school administrator via phone or in writing at the following address.

Mr. Gradis White
2110 Washington Blvd, Arlington, Virginia 22204
Phone 703-228-2887
Email: gradis.white@apsva.us

ASSAULT, FIGHTING

Students who become angry or upset with anyone are encouraged to resolve conflicts peacefully. Teachers, counselors, and other school personnel can help students find civil, nonviolent ways to handle disagreements. A student who threatens to harm or physically attacks another student or staff member—or is part of a group that does this—is subject to administrative responses.

ATTENDANCE

Students who attend school regularly and arrive on time are more likely to perform well academically.

APS expects students to be in school and follow their assigned schedules unless their absence is excused due to illness, a death in the family, a medical or dental appointment, or religious obligations. Parents must give the school a written or verbal explanation for any student absence or late arrival. Parents/guardians are asked to call or e-mail the school attendance line if their child will be late or miss school. If school officials do not receive notice, parents will get a call and an e-mail through the e-Notify system notifying them that their child has not arrived at school as expected. Absence or tardiness is unexcused if the parent does not inform the school in advance or supply a note when the student returns to school within 2 days. (More information at apsva.us/attendance/)

ATTENDANCE

MAKE-UP WORK

Although make-up work cannot substitute for the full classroom experience, students have the responsibility to make up missed classwork. Credit for make-up work is only given when the absence is excused. However, even without credit, the student is still responsible for making up work in order to continue to participate in the course.

RELATIONSHIP BETWEEN SCHOOL ATTENDANCE AND ACADEMIC SUCCESS

- Chronic absenteeism (missing 18 or more school days per year) is a primary cause of lower academic achievement even when the absences are “excused” or understandable.
- Regular school attendance in elementary school improves the chances that your child will read on grade level.
- Students who attend 90 percent or more of the school year are more likely to graduate from high school on time
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with peer conflicts, or facing some other potentially serious issues.

If a student accrues multiple absences, school officials will attempt to contact the child’s parents and/or guardians to discuss reasons and solutions for the absences. One of the resources available to help secondary schools and families effectively address student attendance concerns is the support of APS School Attendance Specialist. In cases of chronic attendance issues, School Attendance Specialist can assist in the development and monitoring of an Attendance Plan that hold students and parents/guardians accountable for meeting state laws regarding Compulsory Attendance and reporting requirements. At the elementary level, school counselors assume this vital role.

ATTENDANCE HELP

Parents and/or guardians are encouraged to contact their student’s school if they are concerned that their student is not regularly attending school.

BULLYING

The definition of bullying is: 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 the victim; and is repeated over time or causes severe emotional trauma. Bullying also includes the repeated infliction or attempted infliction of injury, discomfort, or humiliation on a student by one or more students. It is a pattern of aggressive, intentional or hostile behavior that occurs repeatedly and over time.

“Bullying” includes cyberbullying.

“Bullying” does not include ordinary teasing, horse-play, argument, or peer conflict.

Some key elements of bullying are:

- Intentionally aggressive behavior designed to inflict harm
- Repetitive behavior planned into the future
- Interpersonal relationship marked by an imbalance of power

To learn more on how APS addresses bullying, contact your student’s school administrator and/or school counselor. For more information see [School Board Policy J-6.8.1 Student Safety – Bullying/Harassment Prevention](#).

BUS CONDUCT

APS bus transportation is an extension of the school day, and the same student behavior standards that apply in the classroom apply on the bus and at the bus stop. Riders are expected to respect the driver’s authority, remain in their seats, keep their hands to themselves, their voices low, keep the aisles clear, and generally behave in a way that contributes to a safe, pleasant trip to and from school and help maintain an overall safe bus ride. A driver may report a behavioral concern to the principal for a consequence, and in serious situations, bus privileges may be taken away.

BE RESPECTFUL

- Students are under the supervision of the driver.
- The driver may assign seats as needed.
- Use only soft voices (no loud or vulgar language).
- Ask driver permission before opening or closing windows.
- Keep the bus clean and undamaged.

- No eating or drinking.
- Be courteous to the driver, peers, and passersby.

BE SAFE

- No fighting, wrestling, or rough behavior.
- No firearms, weapons, or hazardous materials.
- Only recognized guide or assist/service animals allowed on the bus.
- Stay seated while bus is in motion.
- Cross in front or at driver designated location when exiting.
- Keep hands, arms, and head inside the bus at all times

BE RESPONSIBLE

- Use the emergency door only in an emergency.
- Be at your stop at least five (5) minutes prior to bus arrival.
- Bus rules also apply to bus stops.
- Students may need written permission for an alternate stop.

CELL PHONES, LAPTOPS, TABLETS, OTHER PORTABLE DEVICES

APS is committed to assisting students and staff members in creating a 21st century learning environment. To support this progress, with classroom teacher approval, students may use their personal devices (smartphones, laptops, netbooks, tablets, etc.) to access the Internet and collaborate with other students during the school day. APS is not responsible for loss or damage of students' APS issued or personal devices. Parents are responsible for damages, repair cost, and loss as described in the [APS Acceptable Use Policy](#) and [Damage to Devices](#).

CHEATING, PLAGIARISM

Deliberately copying or using the work of others (or using technology to copy the work of others) is considered cheating, plagiarism, or forgery. Students are prohibited from sharing work or discussing assessments with others. Students may be subject to consequences.

CRISIS ASSISTANCE

Administrators and/or other APS staff members may be notified if it appears that a student may be in crisis. Each school has a certified counselor who can assess and support students who require short-term crisis support. Counselors will also maintain a referral listing of external counseling service providers who may be able to provide long-term support to a student or family in crisis.

If you or someone you know is in crisis, please text NEEDHELP to 85511, call 1-800-273-TALK, or dial 911.

DISCRIMINATION

Discrimination is treating someone unequally based on a certain characteristic in a way that interferes with a person's education and/or academic performance. Discrimination based on a person's race, color, religion, sex, pregnancy, sexual orientation, gender identity or gender expression, age, marital status, genetic information, national origin, mental or physical disability, or protected veteran status is strictly prohibited. For more information see [Policy J-2 Student Equal Educational Opportunities/Nondiscrimination](#).

DISCRIMINATORY HARASSMENT

Discriminatory harassment is verbal, physical, written, graphic, or electronic conduct that disparages or showing hostility toward an individual or group of individuals based on a person's race, color, religion, sex, pregnancy, sexual orientation, gender orientation or gender expression, age, genetic information, national origin or mental or physical disability and is strictly prohibited. Examples of discriminatory harassment include epithets, slurs, negative stereotyping, jokes, and written, printed, or graphic material that contains offensive, demeaning, or degrading images or comments. Discriminatory harassment creates an intimidating or offensive learning environment that interferes with a student's education and/or academic performance. For more information see [Policy J-2 Student Equal Educational Opportunities/Nondiscrimination](#).

DISRUPTION

A student who willfully disturbs the learning environment makes it difficult for the rest of the class to stay on task and continue learning and may put others at risk. This is also true at events such as athletic competitions and field trips. Disruptive behavior includes defying staff authority, using offensive language or gestures, making threats, and fighting.

DRESS CODE STANDARDS

APS has developed a systemwide dress code standard to ensure consistency within and across all schools regarding dress expectations. APS values the importance of providing equitable learning opportunities and the rights of all students while ensuring student attire does not create a hostile or intimidating atmosphere or interfere with the health and safety rights of any student. In addition, APS strives to address the marginalization of any students or any student group in all areas of school life, including the clothing worn by a student. All students should be able to dress comfortably for school while recognizing the role they play in creating a positive learning environment. This standard can aid in ensuring equitable responses and eliminating disparities in enforcement based on students' school location, race, gender, ethnicity,

religion, sexual orientation, household income, gender identity or cultural observance.

By necessity, appropriate school dress is the responsibility of each student and their parents/guardians. Students may wear clothing that is comfortable for them, expresses their self-identity and adheres to their religious beliefs while meeting the values of equity and respect for all students. Clothing is defined as items worn on the body, on top of undergarments. Clothing for school requires top and bottom or a full one-piece apparel item. For safety reasons, attire such as hats and hoodies may be worn as long as the student's face is visible.

APS defines "inappropriate" as clothing that does not cover the buttocks or genitals, underwear worn without any clothes covering (visible waistbands or straps on undergarments worn under other clothing are acceptable) swimwear as standalone apparel (outside of pool areas), and clothing with language or images that are vulgar, discriminatory, derogatory, or obscene. In addition, clothing that promotes the use of weapons, illegal acts or violence, drugs, alcohol/drug paraphernalia or gang involvement may not be worn to school. Any student not complying with any of these standards will be required to correct their clothing immediately. The student's parent/ guardian will be contacted, and the student will need to change into clothing in compliance with the APS dress code standard.

EXPRESSION

Students have the right to express themselves through speech, assembly, distributing literature, and other ways. They are expected to communicate their opinions in ways that do not interfere with the rights of others, cause disruption or harm, damage another's reputation, or break the law. Middle and high school students should submit materials they want to display or distribute to an administrator for review.

GAMBLING

Gambling—betting, wagering, playing games of chance—is not allowed in the school environment.

GANG-RELATED ACTIVITIES

All APS students deserve to attend school without concern for their welfare or exposure to undesirable peer pressure. Staff members are alert to students whose actions indicates they may be involved in a gang that supports intimidation or illegal activities. Indicators include wearing certain clothing and accessories associated with a particular gang, having tattoos identifying gangs and other gang-related behavior. Consequences are serious for students whose behavior creates a disruption or actively promotes gang affiliation.

ILLEGAL DEVICES/NON-WEAPONS

Laser devices, fireworks, matches, and lighters are not permitted at school and other school sponsored activities.

MEDICATIONS AT SCHOOL

To ensure that students take prescription and nonprescription (over the counter) medications safely, including THC-A or cannabidiol oil with authorization from a licensed practitioner, the school health nurse must administer the medications. The parent must bring the medication to the school health room for storage and provide documentation for administering it. For more information see [Policy J-8.3.1 School Health Services](#).

PARTICIPATION IN STUDENT ACTIVITIES

School is more meaningful and enjoyable when a student becomes involved in activities such as clubs, teams, performing groups, yearbook, drama, student government, and safety patrols. Participation in these activities is a privilege, and students who participate are expected to put forth their best effort in being successful academically, behaviorally, and socially.

PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE

Students are expected, but not required, to recite the Pledge of Allegiance and to observe moment of silence each day, unless the student or his or her parents/guardians objects to participation in such exercises. Nonparticipating students are expected to sit quietly, or to stand silently, and to refrain from engaging in any disruptive or distracting activity. A student's decision to participate or not to participate should be respected by their fellow students, teachers and administrators.

POLICE INVOLVEMENT

School administrators are responsible for behavior interventions for students' behavioral infractions. For more information see the [APS/ACPD MOU](#).

REPORTABLE OFFENSES TO THE POLICE

The Code of Virginia stipulates that principals must immediately report certain violations to the police. These violations include but are not limited to the following:

- assault and battery with a weapon;
- sexual assault, forcible entry;
- conduct that involves sale or distribution of drugs,
- threats against school; and
- conduct involving weapons, bombs, or other explosive devices.
- False alarms and bomb threats

Under these circumstances, the principal must contact law enforcement. Police notification and involvement will be treated as a serious matter and parents will be contacted as soon as possible. If police involvement is required all relevant due protections under federal, local and state law will be afforded. Efforts to contact parents shall include calls to their work, cell and/or home numbers. It is incumbent upon parents to notify their student's school if their work or home contact information changes.

Additional reports to law enforcement may include:

- Possession, posting, distributing nude images and/or videos of minors

For annual update list of Law Enforcement required report violations see Appendix 2.

KNOW YOUR RIGHTS

The “Know Your Rights: Your Guide to Interacting with Law Enforcement” brochure serves as a guide for all middle and high school students on how to appropriately engage with law enforcement. It is designed to provide an education opportunity that informs students of their rights while promoting and guiding students on positive and respectful interactions with law enforcement. For more information, [visit our website](#).

PROPERTY VIOLATIONS

APS expects students to respect school property. Damaging or threatening to damage, stealing, and vandalizing—as well as being on school property when not authorized—are subject to administrative responses.

RESTITUTION

A student who damages, destroys, or steals another's property, including property owned by APS, may be held responsible for compensating the owner for the loss. by restoring the property to its original condition or paying for it to be repaired or replaced.

RETALIATION

Retaliation against individuals who report or participate as witnesses in the investigation of a discrimination, harassment, and/or sexual misconduct complaint is strictly prohibited. Retaliation means any adverse action taken against a person for making a report of discrimination, harassment, and/or sexual misconduct; or participating in any activity related to the complaint. Retaliation includes threatening, intimidating, harassing, coercing, or any other conduct that would discourage someone from reporting or participating in a discriminatory harassment or sexual misconduct investigation.

SEARCHES AND CONFISCATION OF STUDENT PROPERTY

APS depends on students to help keep schools safe and drug-free. School officials may conduct random inspections of lockers, desks, and other areas on school property. If they have reason to believe a student has a weapon, alcohol, drugs, stolen property, or similar evidence, they may search his or her backpack, purse, pockets, outer garments, electronic device, or vehicle parked on school property. Items that do not belong at school, or are being misused, may be taken away from the student and returned to the parent. If a student refuses to have a school administrator search suspicious items, the administrator may refuse permitting the student to return to the learning environment until the matter has been addressed. For more information [Policy J-6.7 Student Searches and Confiscation of Student Property](#).

SECOND CHANCE PROGRAM

A student who has violated APS' Prohibited Substances Policy for the first time may be considered for placement in the “Second Chance” program in lieu of suspension. A student who is suspended for a violation of the Prohibited Substance Policy may still be referred to the “Second Chance” program to have the benefit of this early intervention education program. This is an intensive, restorative justice-focused, early intervention program designed to educate students and their parents about the dangers of substance use and to prevent future use. An eligible student who successfully completes the program, including all requirements for follow-up assessments and good behavior, will not be subject to suspension for that particular violation of the prohibited substance use policy. However, if a student placed in the program in lieu of suspension fails to successfully complete the program, including all requirements for follow-up meetings and assessments, that student will be suspended pursuant to School Board Policy. For more information visit the [Second Chance webpage](#).

SOCIAL MEDIA

Social media is a powerful platform for engaging students and including them in conversations that affect their ability to thrive in school and life. When using social media to interact with Arlington public schools, students are expected to demonstrate the following behaviors:

- Be polite;
- Refrain from using profanity and racial or ethnic slurs;
- Remain respectful;
- Only tag news on tweets which contain appropriate messaging;

- Remember that once a message is online, it can't be taken back;
- Only represent themselves when messaging—Creating fake APS social media accounts is not acceptable; and
- Remain truthful in their messaging.

School administrators may be notified if a student conducts themselves inappropriately when communicating with the school division or others via social media.

STUDENTS AGED 18 AND OLDER

With some exceptions, students aged 18 and older are considered adults under Virginia law. They are still subject to school rules and regulations. They may sign a declaration if they want to act in place of their parent in certain situations, such as attendance, field trips and questioning by police. Parents will continue to be contacted regarding academic performance, emergency matters, and disciplinary action.

TITLE IX: SEXUAL MISCONDUCT

Sexual misconduct is a broad term that encompasses a range of sex-based conduct prohibited by Title IX. Title IX is a federal civil rights law that prohibits sex discrimination in schools that receive federal funding. Sexual misconduct is a form of sex-based discrimination.

Sexual misconduct includes, but is not limited to, intimate partner violence, sexual harassment, non-consensual sexual touching, sexual assault, stalking, and sexual exploitation. For more information see [Policy J-2 Student Equal Educational Opportunities/Nondiscrimination](#).

TECHNOLOGY USE

APS Internet network and computers allow students access to vast resources and a creative outlet to pursue writing, art, music, science, math, and many other subjects. With that opportunity comes responsibility. Students are expected to use the technology ethically, respect the privacy and work of others, leave the workstation in good condition for the next user, and generally follow established rules for safety and security. The same expectations apply to the use of student owned devices such as laptops, tablets, and smartphones.

VAPING

The National Center on Addiction and Substance Abuse defines vaping as, "the act of inhaling and exhaling the aerosol, often referred to as vapor, which is produced by an e-cigarette or similar device." Though it may look like water vapor, the aerosol actually contains many toxic chemicals which have been linked to cancer, as well as respiratory and heart diseases.

E-cigarettes are known by many other names, such as e-hookahs, mods, Juul pens, or vape pens. The Juul "pen," which looks like a flash drive, has become very popular with teens. A Juul "pod" contains the nicotine of 20 cigarettes, and rates of addiction to vaping are very high.

Please let your child know that vaping is not safe, and that you do not want them to start.

Vaping products are not allowed on school grounds or at school sponsored activities. Students who are found to possess, use, or distribute vaping/vapor products will be subject to administrative responses as described in [Policy J-7.4, Student Code of Conduct](#).

For additional information, please visit www.centeronaddiction.org/ or www.cdc.gov.

VIRGINIA HIGH SCHOOL LEAGUE ELIGIBILITY

A student earns the privilege to participate in interscholastic athletics by meeting certain standards set by the Virginia High School League and Arlington Public Schools. Participation is dependent on positive conduct and citizenship. Meeting the intent and spirit of League standards for a positive and equitable environment will prevent the athlete, the team, the school, and the community from being penalized. It is the responsibility of the student and parent to know the rules.

VISITORS

Schools welcome parents and other visitors who want to know more about our programs, meet staff members, and tour the facilities. All visitors must adhere to the requirements, including mask wearing, outlined in our Visitor Management System in order to protect the safety of school students and staff. This process includes registering at the school office upon arrival and wearing an identification badge. Meetings and classroom visits should be arranged in advance. People who enter school buildings without reporting to the office or who disturb or interfere with school activities will be prohibited from remaining on school property and may be reported as trespassers.

WEAPONS

Students are not permitted to possess any gun, knife, explosive device, ammunition, object capable of discharging projectile, or other weapon on school property. These items include starter and paint guns, tasers, knives, blades, brass knuckles, objects that look like weapons.

RESOURCES

STEPS TO FOLLOW TO RESOLVE A STUDENT-RELATED CONCERN

A successful school experience for students relies on a collaborative and respectful partnership between home and school. Good communication, clear procedures for responding to concerns and respectful relationships are the cornerstone in resolving student-related issues when they arise. It is a commonly held belief that problems are best resolved by those closest to the issue. APS has developed this chart for parents and other caregivers to guide their ability to effectively navigate the most efficient way to reach resolution on issues involving their student.

Question or Concern	Step 1	Step 2	Step 3	Step 4
Academics/Grades	Class/Subject Teacher	Counselor	Assistant Principal	Principal
Behavior	Class/Subject Teacher	Assistant Principal	Principal	Director of School Climate and Culture
Classroom Procedures	Class/Subject Teacher	Assistant Principal	Principal	
Busing/Transportation	Bus Driver	Assistant Principal	Director Transportation	Assistant Superintendent of Facilities and Operations
Extracurricular Activities/Clubs	Club Advisor	Assistant Principal	Principal	Director of Student Activities
Curriculum	Class/Subject Teacher	Principal	Content Supervisor Director of Curriculum and Instruction	Chief Academic Officer
Special Education	Class/Special Education Teacher Case Carrier	Student Support Coordinator Assistant Principal	Principal	Director of Special Education
Athletic Concerns	Coach	Director of Student Activities	Building Principal	Supervisor of Health and Physical Education
Medical Services	School Nurse	Assistant Principal	Principal	School Nurse Supervisor

SCHOOL CONTACT INFORMATION

School	School Level	Principal	Principal Contact Number	Primary School Counseling Services Number
Abingdon	Elementary	David Horak	703-228-6654	705-957-3031
Arlington Science Focus	Elementary	Mary Begley	703-228-7670	703-228-8082
Arlington Traditional School	Elementary	Samuel Podbelski	703-228-6290	703-228-8558
Ashlawn	Elementary	Frances Lee	703-228-5270	703-228-8282
Barcroft	Elementary	Judy Apostolico-Buck	703-228-5838	703-228-8114
Barrett	Elementary	Catherine Han	703-228-6288	703-228-8532
Campbell	Elementary	Maureen Nesselrode	703-228-6770	703-228-8444
Cardinal	Elementary	Colin Brown	703-228-5280	703-228-8261
Carlin Springs	Elementary	Dr. Melaney Mackin	703-228-6645	703-228-8419
Claremont Immersion	Elementary	Dr. Jessica Panfil	703-228-2500	703-228-2506
Discovery	Elementary	Dr. Erin Russo	703-228-2685	703-228-2690
Drew	Elementary	Tracy Gaither	703-228-5825	703-228-8138
Fleet	Elementary	Jennifer Gildea	703-228-5820	703-228-5820
Glebe	Elementary	Jamie Borg	703-228-6280	703-228-8138
Hoffman-Boston	Elementary	Heidi Smith	703-228-5845	703-228-8603

School	School Level	Principal	Principal Contact Number	Primary School Counseling Services Number
Innovation	Elementary	Claire Peters	703-228-2700	703-228-2711 or x 2712
Jamestown	Elementary	Michelle McCarthy	703-228-5275	703-228-8361
Key (Escuela Key)	Elementary	Marleny Perdomo	703-228-4210	703-228-8481
Long Branch	Elementary	Jessica DaSilva	703-228-4220	703-228-8058
Montessori	Elementary	Catharina Genove	703-228-8871	703-228-8791
Nottingham	Elementary	Dr. Eileen Gardner	703-228-5290	703-228-2302
Oakridge	Elementary	Dr. Lynne Wright	703-228-5840	703-228-8158
Randolph	Elementary	Carlos Ramirez	703-228-5830	703-228-8188
Taylor	Elementary	Katie Madigan	703-228-6275	703-228-8584
Tuckahoe	Elementary	Mitch Pascal	703-228-5288	703-228-8305
Hamm	Middle	Ellen Smith	703-228-2910	703-228-2919
Gunston	Middle	Dr. Lori Wiggins	703-228-6900	703-228-6912
H-B Woodlawn	Middle	Dr. Casey Robinson	703-228-6363	703-228-6379
Jefferson	Middle	Keisha Boggan	703-228-5900	703-228-5907
Kenmore	Middle	David McBride	703-228-6800	703-228-6806
Shriver Program	Middle	Dr. George Hewan	703-228-6440	703-228-6440
Swanson	Middle	Bridget Loft	703-228-5500	703-228-5535
Williamsburg	Middle	Bryan Boykin	703-228-5450	703-228-5466
Arlington Career Center	High	Margaret Chung	703-228-5800	703-228-5742
Arlington Community	High	Dr. Barbara Thompson	703-228-5350	703-228-8250
H-B Woodlawn	High	Dr. Casey Robinson	703-228-6363	703-228-6379
Langston	High	Kimberly Jackson-Davis	703-228-5295	703-228-8381
Shriver Program	High	Dr. George Hewan	703-228-6440	703-228-6440
Washington-Liberty	High	Antonio Hall	703-228-6200	703-228-6251
Wakefield	High	Dr. Chris Willmore	703-228-6700	703-228-6714
Yorktown	High	Dr. Kevin Clark	703-228-5400	703-228-5398

CENTRAL OFFICE SERVICES CONTACT INFORMATION

- Director, School Climate and Culture 703-228-2887
 - Hearing Office
 - Title IX Division Coordinator
- School & Community Relations 703-228-6003
- Human Resources..... 703-228-6110
- Academics..... 703-228-6146
- School Support..... 703-228-6008
- Facilities & Operations 703-228-6640
- English Learner Office 703-228-6092
- Family & Student Engagement Office 703-228-2128
- Office of Diversity Equity & Inclusion 703-228-8658

- Office of Special Education 703-228-6049
 - Parent Resource Center 703-228-2135
- Office of Student Services..... 703-228-6058
 - School Counseling Services
 - School Psychologist Services
 - Social-Work Services
- Arlington Tiered System of Support 703-228-6088
- Superintendent 703-228-6001

EMERGENCY NUMBERS

- Crisis Line 703-527-4077
- Department of Human Services..... 703-228-1350

STUDENT CODE OF CONDUCT

GUIDING PRINCIPALS

The Arlington Public Schools (APS) Code of Conduct focuses on preventive and intervention strategies, positive approaches to student learning and highlights the use of restorative practices involving student behaviors. When students are not behaving appropriately, following rules, or being disruptive, staff should respond in ways that are rational, appropriate, consistent, restorative, equitable, and fair taking into consideration the student's age and developmental level.

CODE OF CONDUCT OBJECTIVES:

- Create positive school climates that focus on prevention;
- Develop clear, appropriate and consistent expectations and consequences to address behavioral issues
- Ensure fairness, equity, and continuous improvement;
- Reduce loss of instructional time;
- Increase use of alternatives to suspensions;
- Promote school creation of alternatives to suspension;
- Ensure interventions and sanctions target specific behaviors and focus on correcting and improving behaviors;
- Ensure consistency in practice across the division;
- Ensure an alignment with state guidebook including definitions and reporting requirements; and
- Reduce suspension disproportionality among African American/Black and Latino students, Students with Disabilities (SWD), and English Learner (EL) students.
- Consider a variety of factors aside from the offense itself, among them: age and grade level; prior academic and behavioral interventions and/or supports; the availability of alternatives; mental health, substance abuse, or special education assessments; language learner status; and any other relevant matters.

APPLICATION OF STUDENT CODE OF CONDUCT

Every effort will be made to address potential behavioral issues before any consideration of corrective action or sanction is made regarding any student experiencing difficulties with behavior. The use of positive interventions, supports, and restorative practices will be put in place whenever possible to address any behavioral issue. All administrators, teachers, and other staff members of Arlington Public Schools should carry out their responsibilities to ensure an orderly and safe environment appropriate for

students' academic, behavioral, and social success. In specific circumstances, administrative responses that remove students from the classroom or school environment may be necessary. In these situations, APS' goal is to ensure students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behavioral responses, and correct any harm that has been caused.

Arlington Public Schools has the responsibility to address student behaviors:

1. While on school premises;
2. While in proximity to school premises;
3. When coming to or going from school;
4. While on school-owned and operated school buses or on chartered buses;
5. While engaged in approved and supervised school activities on or off school premises, including but not limited to distance learning;
6. When the good order, safety or welfare of the school or its students is affected as a result of out of school action: and
7. When using school-issued or non-school technology when that use negatively impacts the well-being and safety of students and/or staff.

A student participating in APS athletics and/or co-curricular activities who violates the Arlington Public Schools Athletic/Co-Curricular Participation Agreement, Student Code of Conduct or other APS policies may, in addition to other administrative action, be suspended or expelled from participation in APS athletics and/or co-curricular activities, as determined by the appropriate APS staff member (refer to the [APS Athletic/Co-Curricular Participation Agreement](#) for more information).

DUE PROCESS RIGHTS RELATED TO STUDENT CODE OF CONDUCT VIOLATIONS

All students have a right to adequate and meaningful due process prior to being excluded from school. Due process requires that students be given:

- oral or written notice of any accusations against them in a timely manner,
- an opportunity to explain the circumstances,
- offered the opportunity to tell their side of the story orally or in writing before the initiation of any administrative responses,
- notice of any suspension, and
- reasons for the suspension.

Students and families have the right to receive in

writing the Student Code of Conduct violation, the date the student may return to school, and notice of their right to appeal. Arrangements and expectations for academic work will be addressed prior to the issuing of a suspension. Due Process is afforded to students and their families for any short-term out-of-school or long-term suspension. Students and parents/guardians shall receive written notice, available in English and in the parent/guardian preferred language of communication, of the procedures to be followed to appeal administrative responses to student behavior that involve out-of-school suspension or recommendation for expulsion.

For expulsions, students have the same due process rights to hearings as with long-term suspension, except that no expulsion is effective until approved by the School Board. The decision of the School Board is final and not appealable.

GUIDANCE REGARDING BEHAVIORAL ISSUES FOR STUDENTS WITH DISABILITIES

As with all students, every effort will be made to address potential behavioral issues before any consideration of administrative responses is made regarding any student experiencing difficulties with behavior. The use of positive interventions, supports and restorative practices will be put in place whenever possible to address any behavioral issue.

Administrative action taken with an identified student with a disability shall be administered within the context of the student's Individualized Education Program (IEP), or Section 504 Plan, considering the unique needs of the student. Whenever an administrative action involves a suspension for:

- 10 days, or
- 10 accumulated total days during a school year, or
- involves a recommendation for expulsion of an identified student with a disability,

a determination must be made as to whether there is a causal relationship between the disability and the misconduct. This Manifestation Determination must be made by a committee of knowledgeable staff such as those who would participate at an Eligibility Committee meeting. If a causal relationship is found, the administrative action, the appropriateness of the current IEP or Section 504 Plan and placement must be assessed with consideration given to program and/or placement modifications. A written statement/determination, signed by the review committee, must be placed in the student's confidential file. The IEP team may consider developing a Functional Behavior Assessment to identify specific behaviors in need of intervention, and a Behavior Management Plan to address the identified behaviors. In accordance with regulations governing the Individuals with Disabilities Education Act, expelled

students with disabilities must be educated in an alternative program.

Students with disabilities are afforded additional protections under federal (IDEA, ADA) and state law. A short-term suspension is not considered a "change in placement" for special education purposes, but schools must still provide a free and appropriate education (FAPE) and strive to fulfill the IEP during this suspension. A series of short-term suspensions that form a pattern of behavior can be considered a change in placement. In most cases, students with disabilities cannot be suspended for more than ten school days for conduct that is caused by the disability. Students with disabilities who are long-term suspended or expelled are entitled to an expedited decision from a due process hearing challenging the administrative action.

Additional details regarding administrative actions involving students with disabilities are presented in Appendix 4 of this manual or [APS Student Support Manual](#).

PHYSICAL INTERVENTIONS FOR STUDENTS IN CRISIS

Arlington Public Schools utilizes positive behavioral interventions and supports as part of the Arlington Tiered System of Supports (ATSS) to deter situations that escalate the risk of physical restraint, as well as minimize the use of such physical restraint. Physical restraint should never be used as a disciplinary measure.

APS requires the use of positive behavioral approaches with students, so they are supported and safe without the use of hands-on interventions to the greatest extent possible. If there is a need to manage student behaviors that place the student or others at imminent risk of physical injury, staff shall utilize the least restrictive intervention using evidence-based de-escalation techniques. Details regarding physical interventions may be found in [School Board Policy J-13 Physical Interventions for Students in Crisis](#).

RESTORATIVE PRACTICES

Restorative justice practices are meant to serve as a foundational support for overall school climate and culture. When used as an intervention measure, a restorative approach to student behavior issues changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks five key questions:

- What happened?
- What were you thinking of at the time?
- What have you thought about since that time?

- Who has been affected by what you have done?
- What do you think needs to be done to make things right?

Effective and consistent use of restorative practices can reduce office referrals, lower dropout/pushout rates, elevate school climate measures, increase attendance, and promote greater academic achievement. For these reasons and more, APS is committed to expanding restorative practices and to helping educators, students, and families learn to implement these practices with fidelity.

SCHOOL CLIMATE

School climate is defined by the shared norms, beliefs, attitudes, experiences, and behaviors that shape the nature of the interactions between and among students, teachers, and administrators. APS is committed to creating school environments where all students feel valued, affirmed, and a sense of belonging is essential in promoting school success and preventing academic, social, and behavioral difficulties.

School climate surveys of students, staff, and families are important to understanding the strengths and challenges of a school. Analysis of school climate data leads to a process of designing and implementing a tiered approach for developing core expectations and the methods that will be used to teach, redirect, intervene, and implement supports for students when they meet or do not meet the behavioral expectations established by the school community.

EQUITY IN THE ADMINISTRATIVE DECISION-MAKING PROCESS

The administrative decision-making process ensures 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.

The administrator will:

- Determine if the behavior is an office-managed behavior (Refer to Appendix 2) If it is a teacher-managed behavior, consider the impact of unconscious bias, classroom management style, the teacher's and student's cultural or religious backgrounds, previously implemented interventions or supports, and trauma-related information. Consult with the teacher, team, school counselor, or other personnel on appropriate next steps to support the teacher in addressing the behavior.
- If it is an office managed behavior, gather information to determine the complete picture of the situation, including accounts of the event from the student(s) and any background information the student(s) is willing to share.
- Identify contributing factors and review existing academic and behavioral data and/or previous interventions.
- Refer to the regulations for students with disabilities if the student is identified as having a disability.
- Communicate with the family to inform them of the event and gather relevant background information.
- Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.
- Ask, "What harm was caused?" Label the behavior using the behavior descriptors; assign the appropriate level of administrative response based on the division's leveled responses, which may include both a disciplinary sanction and/or a behavioral intervention (Appendix 1 & 2).
- Refer the student to the appropriate intervention services, if interventions are indicated.
- Determine and arrange for instructional supports needed to allow the student to continue making academic progress if a disciplinary sanction excludes the student from the regular instructional setting.
- Inform families of the results of the investigation, any disciplinary sanction, instructional supports and/or behavioral interventions that will be provided.
- Develop, if required, an action plan for student's academic and behavioral needs during school removal period.
- Provide, if a student is suspended from school, written notice of suspension to parent/guardian.
- Document all disciplinary sanctions, academic supports, and behavioral interventions.
- If required, complete related incident reporting forms including J-2 PIP 1 Form: Incident Complaint Form for Allegation of Discrimination or Harassment, J-6.8.1 PIP 1 Student Safety – Bullying-Harassment Prevention (Incident Form) or Serious Incident Report (SIR)
- Notify the Superintendent Designee and Law Enforcement as required by policy.
- Initiate any referrals to outside organizations
- Initiate a Threat Assessment, as indicated or required.
- Follow through on the recommendations from the Threat Assessment Team.

DATA-DRIVEN DECISION-MAKING

An effective equity system for student discipline monitors more than outcome (suspensions) for groups of students; it measures the opportunity (supports and interventions) afforded to students in adult responses to behavior.

APS will utilize the following indicators of disparities in response to student behaviors including;

1. School climate (opportunity)
2. Non-exclusionary discipline practices (opportunity)
3. Non-academic supports for student success (opportunity)
4. Engagement in schooling (outcome)

These aforementioned areas are some of the measurements that will assist APS in monitoring school and system-wide student climate data.

In addition, the following Standards for Reducing Bias and Harassment and Ensuring Equity are key elements in APS' behavior response framework and will be embedded in all professional learning opportunities for school staff and administrators. They include the following:

Standard 1: Social emotional learning is embedded in instruction and the operation of the school.

Standard 2: Language-accessible, clear definitions of behavior expectations are communicated to students and families.

Standard 3: A continuum of interventions and supports including community resources is available to all schools in the division using a tiered system of supports framework

Standard 4: School personnel establish supportive relationships with students and respond to student needs using the continuum of interventions and supports established by the school community. Responses to student behaviors are restorative and do not remove students from quality instruction. Victims of bias and harassment have access to supports for healing.

Standard 5: Exclusionary responses to behavior are limited to instances when the seriousness of the behavior creates a safety concern or endangers the safety of the student or others in the school.

Standard 6: Processes exist for school personnel to follow when assessing and responding to student behavior, including possible sanctions, behavioral interventions, and instructional supports for students whose behavior does not meet the expectations established by the school, community, and for those harmed by another's behavior. Those processes ensure that each student is treated fairly and respectfully with an understanding of the student's culture and context, norms, respect for others, and the likely consequences of various courses of action. They apply these decision-making

skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

More information on social-emotional learning is available in the [APS Resources to Support Student Success and well-being: A Social-Emotional Learning Reference Guide](#).

APS WORKING TOGETHER TO SUPPORT STUDENTS

DIVERSITY EQUITY & INCLUSION

Equity Profile

To portray an explicit and accurate picture to all stakeholders APS reports and measures district effectiveness and accountability. The Equity Profile will be used as a metric for closing our equity gaps. This profile will also help our organization make data-driven decisions to ultimately improve outcomes for all students and stakeholders in APS.

The Equity Profile compiles educational data in an objective way for comparison across the entire school division and is intended as a tool to assist external stakeholders (county residents, families, and community) and internal stakeholders (APS) in understanding where inequities exist.

In addition, each APS school has been encouraged to develop an Equity Team. These teams explore the role APS' historical routines, school policies, school practices impact our collective ability to offer equitable and culturally responsive learning environments for all students. Equity Teams will use school data to validate or challenge current practices with the expectation that schools continually reflect on strategies utilized to support students.

PROFESSIONAL LEARNING

Professional learning opportunities in Arlington Public Schools are in place to improve student learning experiences and outcomes. As we learn and grow as a system, professional learning will include opportunities for individual development, team, and school improvement, and program implementation of curricula, instructional strategies, and practices that we have embraced as a school system.

SOCIAL EMOTIONAL LEARNING, PROFILE OF A GRADUATE AND STUDENT CONDUCT

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning.

Social-emotional learning is an important part of a well-rounded education. Research from CASEL (the Collaborative for Academic, Social, and Emotional Learning) shows that investment in SEL has led to improved classroom behavior, better stress management, and gains in academic performance.

APS regularly surveys students to assess their social-emotional competencies. Data from the surveys is used at the school-level to identify needs and plan interventions at all tiers. Interventions are aligned with the CASEL competencies and all APS educators support student social-emotional well-being.

Social-emotional learning skills are critical to students' development. Students who have competencies in areas related to social-emotional learning; understand and manage their emotions and behaviors, create and achieve goals, feel and show empathy toward others, make responsible decisions, and develop positive relationships. Virginia's Profile of a Graduate details five developmental skills-communicators, collaborators, creative thinking, citizenship and critical thinkers. These skills prepare students to be productive, goal directed and resilient in a global society and successful in the workforce and are directly linked to students' abilities in five critical social-emotional learning competencies. APS framework embodies the social-emotional learning theories based on the Collaborative for Social-Emotional Learning (CASEL) model and emphasizes the importance of children and youth skill development in five core areas: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Administrators must consider the social-emotional needs of students in these five areas when addressing student behavior concerns.

CASEL's Five Critical Social-Emotional Learning Skills

1. They are self-aware. They are able to recognize their emotions, describe their interests and values, and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future.
2. They are able to regulate their emotions. They are able to manage stress, control impulses, and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations.
3. They are socially aware. They are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school, and community resources.

4. They have good relationship skills. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage, and resolve interpersonal conflict; and seek and provide help when needed.
5. They demonstrate responsible decision-making at school, at home, and in the community. In making decisions, they consider ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various courses of action. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

More information on social-emotional learning is available at [CASEL](#).

STUDENT SUPPORT: EARLY INTERVENTION AND PREVENTION ARLINGTON TIERED SYSTEM OF SUPPORT (ATSS)

A Paradigm Shift- A multi-tiered system of support includes prevention strategies at Tier 1 to establish positive expectations and the systems to teach and reinforce those expectations. The universal domain is essential in creating a learning environment that reduces the use of punitive and exclusionary practices

- Arlington Tiered System of Support (ATSS) supports a preventive, data driven and positive three-level tiered approach by understanding the role of context, instruction, and environment as it relates to the development and improvement of academic, behavior and social-emotional learning skills. ATSS is based on the Response to Intervention model which addresses both academic and social/emotional learning through data-based decision making.
- ATSS is a key component of the broader APS strategy to support ALL learners and ensures equitable access to a robust, high-quality education. It is designed to involve all members of school community in prioritizing and providing regular, proactive supports for all students and identifying desired behaviors, deter unwanted behaviors, and incorporate restorative goals by using evidence-based interventions and supportive measures that are culturally responsive. The framework also is designed to ensure that the more traditional, less effective response measures will be largely unnecessary and only used consistent with the framework in cases of last resort.
- Tier 1 delineates academic, behavioral, social and emotional strategies that benefit the majority

(80-85%) of students. Sample strategies include: character education, high quality classroom instruction, parent-teacher communication, positive reinforcement, class meetings, restorative circles, attendance intervention and classroom counseling lessons.

- Tier 2 delineates supplemental academic, social and emotional interventions that are effective in meeting the needs of 10-15 % of students. Sample strategies include: social skills training, small group specialized instruction, tutoring, small group counseling, parent training, restorative practices, community service and alternatives to suspension as references in the intervention section of this handbook.
- Tier 3 delineates strategies for the 1-5% of students whose academic, behavioral, social and/or emotional needs require an intensive level of services. Examples include: SST/BIP development, intensive individualized instruction, parent training. Wrap around services, counseling, restorative practices, mental health services, and alternatives to suspension and expulsion.

The effective implementation of ATSS requires a shared responsibility between APS educators, staff, families, and communities. ATSS framework enables educators to make data-based decisions to meet the needs of students from diverse backgrounds including level of language proficiency, learning styles, disability status and levels of achievement.

In summary, ATSS:

- Improves outcomes for ALL students
- Provides proactive early intervention
- Ensures instruction, interventions and extensions are data-driven
- Encourages collaboration among educators, families, and community stakeholders
- Addresses some needs without formal evaluations
- Fosters partnerships with experts in the fields of mental health, social services, medical, juvenile justice, and cultural domain when needed
- Provides academic and behavioral supports within the general education setting
- Prevents over-referral to special education

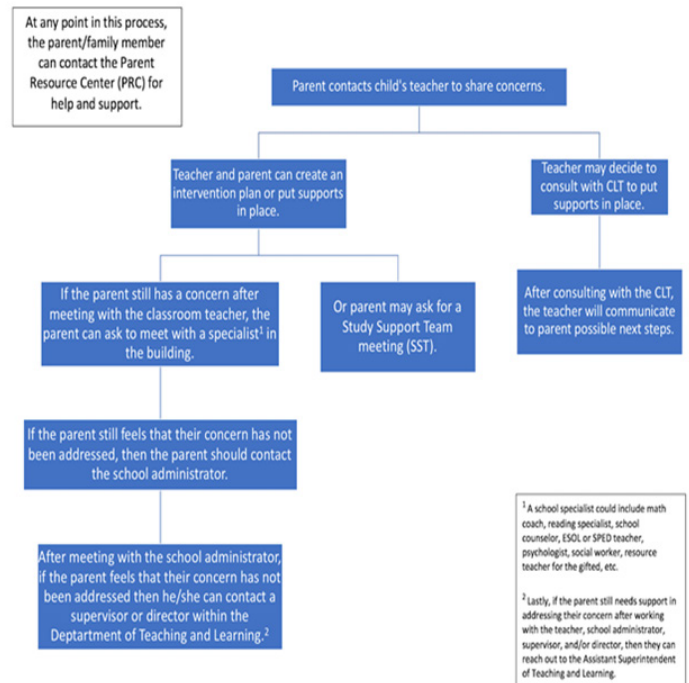
Student Support Team (SST) Prevention and Early Intervention

When students experience problematic behaviors, parents and/or staff can bring concerns to the Student Support Team (SST). This multi-disciplinary team can collaboratively identify prevention and early intervention strategies based on the unique strengths and needs of the student.

If supports and/or interventions have been implemented but sufficient progress has not been observed, then the classroom teacher or parent/guardian may make a referral to SST. The purpose of SST is to identify steps the school should take to support the student. Parents are valued members of student support teams. Parents have knowledge and perspective of their child which can significantly assist in understanding their strengths, needs, and experiences.

TOGETHER the team can develop a plan to enhance the student’s success in school.

APS STUDENT SUPPORT TEAM PROCESS



EQUITY THROUGH LEVELED RESPONSES TO STUDENT BEHAVIOR

When students are displaying behaviors that interrupt or disrupt the learning environment, school staff and administrators should always implement restorative, equitable, rational, appropriate, consistent, and fair practices considering the age and developmental level of the student.

APS LEVELS OF INTERVENTION AND ADMINISTRATIVE RESPONSES TO STUDENT BEHAVIOR

The APS Levels of Interventions and Responses were developed, with local and state guidance, to provide school staff and division level administrators with guidance in determining the appropriate interventions, supports, and/or responses for student behaviors.

Each of the five levels/categories represent the maximum consequence permitted for specific code violations; however, depending on the circumstances, administrators may provide an intervention, support, or response from a lesser category.

Administrators and leadership teams should engage in an investigative decision-making process to determine appropriate responses for behaviors at all levels. Any actions should always be addressed with instruction and interventions. Instruction should focus on helping students develop social-emotional competencies needed to change behaviors.

See Appendix for full details on each level, behavior codes, their categories and range of intervention responses associated with each category in support of a leveled system of intervention.

APPENDIX 1

GLOSSARY OF TERMS THAT MAY BE ASSOCIATED WITH A DISCIPLINARY INFRACTION

Alcohol use, possession, sale or distribution: Violating laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

Altercation: A confrontation, tussle, or verbal/physical aggression that does not result in injury

Alternative educational program placement: An alternative education program placement, designed to offer instruction to students for whom the regular school assignment may not be appropriate as a result of serious actions on the part of the student, may be made by the Superintendent/designee after consideration of the facts and the seriousness of the situation. The placement may range from 45 to 365 days if the student's return to his or her regular education program would pose an imminent threat of serious harm to students or staff or cause a chronic and extreme disruption of the educational process. The placement may be for 45 days or more only if the student's return to school would pose an imminent threat of serious harm to students or staff or if aggerated circumstances exist. Students will receive, as appropriate, behavioral intervention services to address the behavior violation that resulted in the alternative educational placement

Alternative educational setting for Students with IEPs: A school site that enables students with IEPs to receive educational services, including the services

and modifications listed on their IEPs, so that the students can continue to participate in the general education curriculum and progress toward meeting their IEP goals. Students will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not reoccur. Students with IEPs may be placed in an alternative educational setting only if a manifestation meeting is held and the behavior is determined not to be related to the student's disability. A students with an IEP may also be placed in an alternative educational setting (for no more than 45 days), after holding a suspension conference with the Superintendent/designee, if he/she engage in one of the following behaviors while at school, on school premises, or at a school function: (1) carrying or possessing a weapon; (2) knowingly possessing or using an illegal drug; (3) selling or soliciting the sale of a controlled substance; or (4) inflicting serious bodily injury on another person.

APS Alternatives to Suspension: a school-based, tiered intervention designed to address behavioral concerns through a proactive approach. Approaches may include, but are not limited to, the following (See Appendix 1 for more examples):

- alternative placement within schools (less than two periods)
- detention
- Saturday School
- mediation
- parent conferences
- restitution
- community service
- participation in restorative practice sessions

Alternate instructional support (AIS) center: A student may be removed from his or her regular schedule of classes based on disruptive behavior, when previous intervention (s) have not been successful and assigned to a program of study under supervision of a qualified staff member for a fixed period of time, ranging from one class period to less than one-half of the school day.

Arson/Fire: Unlawfully and intentionally damaging or attempting to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trashcan fires would be included in this category if they were contributing factors to a damaging fire.

Assault and Battery: Voluntary fighting resulting in physical injury to another person shall be considered assault and battery.

Assault-Physical: Includes any physical confrontation that may result in no injury, minor injury, or serious injury that includes, but may not be limited to, kicking, shoving, pushing, hitting and fighting. An actual offensive, forceful, violent and intentional touching or striking of a student against his/her will, intentionally causing bodily harm with the use of a firearm or other weapon. Includes mob assault.

Battery: The unlawful application of force to the person of another.

Behavior intervention plan (BIP): A plan that uses positive behavioral interventions and supports to address behaviors which interfere with the learning of students with disabilities or with the learning of others or that require disciplinary action.

Behavior on school bus: Students shall not behave in a disruptive manner or otherwise violate these standards of conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

Bomb threats: Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

Breaking and entering (burglary): Unlawfully entering or attempting to enter a building or other structure with the intent to commit a crime.

Bullying: Using repeated negative behaviors intended to frighten or cause harm. These may include, but are not limited to, verbal or written threats or physical harm, intimidation, taunting, name-calling, and insults and any combination of prohibited activities. A student, either individually or as part of a group, shall not harass or bully others either in person or by use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes verbal conduct consisting of comments regarding the race, gender, religion, physical or mental abilities, sexual orientation, or other characteristics, towards another person and /or associates of the targeted person.

Cyberbullying: Using information and communication technologies, such as cell phone text messages and pictures and internet e-mail, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support deliberate, hostile, behavior intended to harm others.

Change of placement: For the purposes of discipline, means: A removal of a student from the student's current educational placement for more than 10 consecutive days; or the student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year.

Cheating: To give answers to others, copy assignments, imagery or tests from others, or look at the tests, coursework (homework and classwork), teacher materials and similar assignments of others. Defiance of the authority of school personnel: Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by Board policies and regulations.

Destruction of Property/Vandalism: Willfully and/or maliciously destroying, damaging or defacing public or private property without the consent of the owner or the person having custody or control of it. This category includes graffiti. Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of any other person at school, on a school bus or at school-sponsored events.

Destructive or explosive device: (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device. Destructive device shall not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device.

Disrespect: Use of abusive language or behavior that is intimidating, hostile or dismissive in nature.

Disruptive behavior: Any act intended to be disruptive of any school activity, function or process of the school or is dangerous to the health or safety of students or others, or interrupts or obstructs the learning environment. May include persistently

disruptive conduct. This definition includes conduct going to and returning from school, per Va. Code 22.1-78.

Distribution or sale of illegal drugs or possession or distribution with intent to sell: Students shall not manufacture, give, sell, distribute or possess with intent to give, sell or distribute marijuana, synthetic cannabinoids, or other controlled substance as defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia.

Electronic device or cell phone misuse: Misuse of technology or cellular device to transmit insulting, profane, racially or sexually offensive written language, or to make obscene remarks or gestures, or bully, extort or spread untruths about another student or staff member. **Endangering the well-being of others:** Any behavior that places a student or staff member in a situation that may endanger their health, life or welfare.

Exclusion: A School Board's denial of school admission to a student who has been expelled or has been placed on long-term suspension of more than 30 calendar days by another school board or private school, either in Virginia or another state.

Expulsion: Any disciplinary action imposed by the School Board, as provided in School Board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

Extortion: Unlawfully obtaining or attempting to obtain something of value from another by compelling the other person to deliver it by the threat or eventual physical injury or other harm to that person or person's property.

False charges: Students or school personnel who knowingly make false charges of harassment or provide otherwise false information or accusations shall be subject to disciplinary action.

Felony charges: Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/intervention activities.

Fighting (both parties) with no injury or minor injury: Mutual participation in a fight involving physical violence, where there are no, or minor, injuries. These may include, but not be limited to, the following: scrape on body (e.g., knee, elbow, hand) or minor bruising.

Firearm: In accordance with the Code of Virginia Section 22.1-277,07, any weapon, including a starter gun,

that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material or the frame or receiver of any such weapon. "Firearm" does not include any pneumatic gun, as defined in subsection E of § 15.2-915.4

Forgery: Creating, altering or using a false document with the intent to defraud or injure someone.

Functional behavioral assessment (FBA): A process to determine the underlying cause or functions of a student's behavior that impede the learning of the student with a disability or the learning of the student's peers. A functional behavioral assessment may include a review of existing data or new testing data or evaluation as determined by the IEP team.

Gambling: Making, placing, or receiving any bet or wager of money or other thing of value dependent upon the result of the game, contest or any other event with an uncertain outcome.

Gang-related activity: A student shall not engage in gang activities as defined in Policy JFCE, incorporated by reference. Street gang means any ongoing organization, association, or group of three or more persons, whether formal or informal, that has as one of its primary objectives or activities to commit one or more criminal or non-criminal gang activities. This includes articles of clothing that symbolize association, rituals or activities identified by groups of students.

Harassment, Intimidation: Repeatedly annoying or attacking a student or a group of students or other personnel which creates an intimidating or hostile educational or work environment A student shall not harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions in violation of School Board policy -Sexual Harassment/ Harassment Based on Race, National Origin, Disability, Sexual Orientation, and Religion. This includes stalking behaviors.

Hazing: 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. The principal of any school at which hazing causes bodily injury occurs shall report the hazing to the local Commonwealth Attorney. Hazing, as defined above, is a Class I misdemeanor which may be punished by confinement in jail for up to 12 months and a fine of up to \$2,500, or both, in

addition to any disciplinary consequences which may be imposed under this policy. In addition, any person receiving bodily injury by hazing has a right to sue, civilly, the person or persons guilty thereof, whether adults or infants. See Va. Code sec. 18.2-56. Hearings office: Conducts discipline hearings and determines outcomes on behalf of the Superintendent; makes discipline recommendations to the School Board and represents the Superintendent at School Board hearings; maintains records and statistics related to expulsion, exclusion, and reassignment recommendations and outcomes; decides suspension appeals; provides resource assistance and training to school-based and central office administrators; and conducts employee grievance hearings on behalf of the Superintendent.

Improper touching and/or sexual activity: Improper physical contact against a student or staff that is offensive, undesirable and/or unwanted as determined by the victim.

Inappropriate language: Using inappropriate words or topics of conversation. Inciting or participating in a school disturbance: behavior, use of force or violence that seriously jeopardizes public safety, peace or order; Includes false fire alarms and inciting a riot (three or more people acting together).

In-school suspension: An alternative, supervised placement within the school building for a specific period of time for two or more periods.

Insubordination: The unwillingness to submit to authority or refusal to respond to a reasonable request or any act that intentionally disrupts the orderly conduct of a school function.

Kidnapping: Unlawfully seizing, transporting, and/or detaining a person against his/her will, or a minor without the consent of his/her custodial parent(s) or legal guardian. This category includes hostage-taking. Leaving an area/class or school grounds without permission: Leaving class, school building or grounds, area or activity without the express permission of school staff when consent to leave is expected.

Long-term suspension: A disciplinary sanction by the Superintendent/designee whereby a student is not permitted to attend school for 11 to 45 school days. A student may be referred for long-term suspension if (1) his or her presence in school presents an imminent threat of serious harm to other students or staff, or (2) the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.

Manifestation determination review: A process to review all relevant information and the relationship between the student's disability and the behavior subject to the disciplinary action. Other violations: In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process, or which is otherwise a violation of federal, state, or local law.

Pattern: Separate incidents of removal which cumulate to more than ten school days in a given school year and constitute a change of placement. Possession of beepers, cellular telephones, personal digital assistants

Possession or use of weapons or other dangerous articles: Students shall not have in their possession any type of unauthorized firearm or other article which may be used as a weapon, regardless of whether it is commonly accepted as such. This regulation incorporates Policy JFCD. Profane, obscene or abusive language or gestures: Language, gestures, or conduct that is vulgar, profane, obscene or racially charged that disrupts the teaching and learning environment.

Prohibited substances: Students are prohibited from possessing or attempting to possess, using or attempting to use, consuming, procuring, distributing or purchasing any of the substances listed below.

1. Controlled substances are drugs or other substances identified under schedules I, II, III, IV or V in section 202(C) of the controlled Substances Act at 21 U.S.C. section 812(c).
2. Illegal drugs mean controlled substances but does not include a controlled substance that is legally possessed and used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substance Act or any other provision of federal law.
3. Restricted substances prohibited include but are not limited to alcohol, 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 this policy.

The wrongful, extreme, or improper use of an otherwise legal substance, such as sniffing glue, taking non-recommended amounts of over-the-counter medications, or taking medicine prescribed

for another person are prohibited. Any possession of drug paraphernalia, including any equipment, products, and materials or any of their parts that are designed or intended for packaging, storing, repackaging, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the body a controlled substance or imitation controlled substance are also prohibited.

A controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the controlled Substances Act or under any other provision of federal law is an exemption to this policy and procedure. Students who adhere to the provisions of School Board Policy J-8.3.1, School Health Services, regarding possession or use of controlled substances or over-the-counter medications are not subject to sanctions.

Removals: Excluding the student from the student's current educational placement due to inappropriate behavior resulting in disciplinary action.

Reports of conviction or adjudication of delinquency pursuant to sec. 16.1-305.1: Any student for whom the Superintendent has received a report pursuant to Va. Code sec. 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code sec. 16.1-260 may be suspended or expelled.

Retaliation: Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited and will be punished.

Robbery: Taking, or attempting to take, anything of value owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. School property or range: Any real property owned or leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board. This definition includes conduct going to and returning from school per Va. Code 22.1-78.

Sanctions: Consequence of student behavior.

Sexual assault: Attempted or actual sexual penetration against another person without consent.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. The Arlington County School Board prohibits sexual harassment of any student or

school personnel at school or any school-sponsored activity. Any student who believes that he or she has been subjected to sexual harassment should report the alleged act immediately to the principal, who will report the complaint to the proper authorities. If the complaint is against the principal, the student shall file the complaint with the director of school counseling at the school. Further details regarding filing the Complaint Procedure are available in School Board policy J-6.8.1 PIP-1 Student Safety – Bullying-Harassment Prevention (Incident Form) In accordance with federal and state laws, APS shall: (1) promptly investigate all complaints, written or verbal, of sexual harassment and harassment based on race, national origin, disability, religion, gender, gender identity, gender expression or sexual orientation (2) promptly take appropriate action to stop any harassment and (3) take appropriate action against any student or school personnel who violates this policy and take any other action reasonably calculated to end and prevent further harassment of school personnel or students.

Short-term suspension: The principal/designee issues a disciplinary sanction whereby a student is not permitted to attend school for a period not to exceed ten (10) school days. Students in preschool through grade three are prohibited from being suspended for more than three school days It also applies to removals when the cumulative amount is ten school days, but not consecutive and does not constitute a pattern or change of placement.

Stealing/Theft: Intentionally taking the personal property of another person without consent under duress, threat or otherwise.

Superintendent's designee: Must be a 1) trained hearing officer, or 2) professional employee in the administrative offices of the school division who reports directly to the Superintendent or designee and who is not a school-based instructional or administrative employee.

Tardiness: Late arrival to school or class.

Technology use: Students are required to abide by the rules for use of technology. Use of hardware, software, network or telecommunications in violation of these rules is prohibited. Students shall abide by the Arlington Public Schools Responsible Computer System Use Policy.

Threats or intimidation: Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person for the purpose of extortion or for any other reason. Unlawfully placing a staff member in fear of bodily harm through physical, verbal, written or electronic threats which immediately creates fear of harm

without displaying a weapon or subjecting the person to actual physical attack.

Trespassing: Entering or remaining on the campus of a public school or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion and unauthorized persons who enter or remain on a campus or School Board facility after being directed to leave.

Weapons and ammunition: Possession of any type of ammunition. Ammunition means ammunition or cartridges, cases, primers, bullets, or propellant powder designed for use in any firearm. Any device that looks like a real gun or is a toy gun (i.e., water pistols). Category also includes look-alike weapons. Possessing or bringing to school or a school-sponsored event any substance used as a weapon. The substance would include mace, tear gas, or pepper spray. Possessing knife less than three inches, razor blades, box cutters, fireworks, firecrackers, or bringing stink bombs to school or a school event. Possessing or bringing any mechanism that is designed to emit an electronic, magnetic or another charge or shock through the use of a projectile and used for the purpose of temporarily incapacitating a person. Possessing or bringing any mechanism that is designed to emit an electronic, magnetic or other charge that exceeds the equivalency of five milliamp 60 hertz shock and used for the purpose of temporarily incapacitating a person.

o BIP: Using this information, the team develops the plan to reduce the problem behavior and replace it with a positive behavior.

DISCIPLINE OF STUDENTS WITH AN IEP

Students with disabilities may be disciplined in the same ways as students without disabilities in most situations. However, some special considerations do apply:

- Any accommodations, as reflected in the student's IEP, that might be required for the student to write a statement will be provided if the student wishes to write down what happened.
- When a disciplinary incident involving a student with an intellectual or developmental disability may result in a suspension of any kind, school staff shall not request a statement from the student until a parent/guardian has been provided notice.
- Before deciding to suspend a student or make a referral to the Superintendent/designee, the principal shall consult with the student's case manager or another member of the IEP team, review the student's IEP—including any BIP—and take into consideration any special circumstances.

A student with a disability may be suspended for up to ten (10) days in a school year under the same rules that apply to all students.

MANIFESTATION DETERMINATION REVIEW (MDR)

If a student who receives special education services is suspended for 10 or more days in a school year (considered a long-term suspension), APS must continue to provide services that enable the student to continue to work in the general education curriculum and progress toward meeting his or her IEP goals. This may be done through home-based services, or another arrangement agreed to by the IEP team. In addition, a manifestation determination review (MDR) must be held as soon as possible, but no later than the tenth day of suspension.

In the event a student with an IEP is referred to the Superintendent/designee, the findings of the MDR are sent to the Superintendent/designee for consideration before the hearing is held. The MDR team includes the parent/guardian and other relevant members of the IEP team, as determined by the parent/guardian and the school. The team meets to review the behavior, information about the student's disability, current IEP, any recent assessments, observations, and other information shared by parents/guardians or the school. The team must determine the answers to two questions:

1. Was the conduct caused by, or had a direct and substantial relationship to, the student's disability, or

APPENDIX 2

GUIDANCE FOR STUDENTS WITH DISABILITIES REGARDING DISCIPLINE

FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN

Parents/guardians and teachers may ask to schedule an IEP meeting at any time if there are concerns about the student's behavior. The school or clinical psychologist, or behavior intervention specialist may also be asked to participate. The IEP team will discuss the behavior and, working with the parent/guardian, may decide:

- To add goals and services specifically to address the behavior, or
- To conduct a special evaluation called a functional behavior assessment (FBA) and develop a behavior intervention plan (BIP)
 - o FBA: Observations are used to determine when the behavior happens, what else is going on in the room or with other children or adults when it happens, and what seems to increase the chance that it will happen again.

2. Was the conduct a direct result of the failure to implement the IEP?

If the MDR team answers “yes” to either of the two questions above, the finding is a “manifestation.” If the answer to both questions is “no” then the finding is “not a manifestation.” The findings are sent to the Superintendent/designee. If the MDR team determines that the behavior was a manifestation and did not involve serious harm to a victim or create a threat of serious harm to a future victim, the principal/designee will withdraw the referral to the Superintendent/designee and there will be no hearing. If there is a victim or potential victim, a hearing will be held so that suitable safety measures and protective measures may be considered.

Manifestation: If the MDR team finds that the behavior was caused by, or had a direct relationship to, the disability or that the conduct was a result of a failure to implement the IEP, then the student will be returned to the same school he or she had been attending, or may be placed in another school where the same services are available unless:

- The parents/guardians and school officials agree to a change in placement. In rare circumstances, and only in cases involving drugs, weapons, or serious bodily injury, the Superintendent/designee may assign the student to an interim alternative setting for 45 days without the consent of the parent/guardian, pending the outcome of the disciplinary process, in accordance with 8VAC20-81-160 C.5.
- The school division institutes an expedited special education due process proceeding to change the student’s placement.
- The student’s IEP team must conduct an FBA as soon as possible if one has not already been conducted or update the existing FBA. Based on the information in the FBA, the IEP team will develop or update a BIP.

Not a Manifestation: If the MDR team determines the misconduct is not a manifestation of the student’s disability, school officials may consider further disciplinary sanctions in the same manner and for the same duration as for non-disabled students. However, special education services must be provided during the period of suspension and/or expulsion to enable the student to continue participating in the general education curriculum and progress toward meeting the IEP goal.

SPECIAL EDUCATION DUE PROCESS

Parents/guardians who disagree with a change in special education placement or the MDR team’s conclusions may request a local administrative review within APS. The parents/guardians may also request an expedited due process hearing through the Virginia Department of Education according to the VDOE Special Education Procedural Safeguards Requirements.

Parents can access this information through the VDOE website or by contacting The VDOE Office of Dispute Resolution at 804-225-2013. While not required, APS strongly encourages parents/guardians to afford the school SYSTEM an opportunity to informally work with together to reach resolution on issues or concerns prior to pursuing an external administrative hearing process with the state.

PROTECTIONS FOR STUDENTS NOT CURRENTLY ELIGIBLE FOR SPECIAL EDUCATION

At times, a student may not be receiving special education services at the time of the incident but may be eligible for protections given to students with disabilities if the school knew the student might be eligible for special education before the incident occurred. The school is considered to have known the student might be eligible if:

- The parents/guardians expressed concern in writing to the teacher or other APS staff that the student might need special education services, or
- The parents/guardians requested the student be evaluated for eligibility for special education and related services, or
- The student’s teacher or other school personnel expressed directly to the special education department chair or the chair’s APS supervisor specific concerns about a pattern of behavior or other issues demonstrated by the student.
- There are two important exceptions to the above. A student will not receive protections for students with disabilities if:
 - The parents/guardians refused consent to have the student evaluated or refused services; or
 - The student was evaluated and determined not to have a disability.

Note: Information from the Virginia Department of Education Regarding the suspension and/or expulsion of students with disabilities may be made to Link: Regulations Governing Special Education Programs for Children with Disabilities (2010).

USE OF SECLUSION AND RESTRAINT FOR APS STUDENTS IN IEP-PLACEMENT PRIVATE SCHOOLS

For students with disabilities assigned to a private school as a result of an IEP placement, the Virginia regulations governing the operation of private schools for students with disabilities, Administrative Code of Virginia 8VAC20-671-650, prohibits the use of seclusion and restraint except when it is necessary to protect the student or others from personal harm, injury, or death. The use of seclusion and/or restraint as a means of managing student behavior in emergencies to ensure safety in private schools for students with disabilities is governed by 8VAC20-671-660.

PROTECTIONS FOR STUDENTS COVERED BY SECTION 504 PLANS

When a principal suspends a student with a 504 plan for more than 10 days in a school year or refers the student to the Division Superintendent, the school will convene a knowledgeable committee as soon as possible, but no later than 10 days after the decision to suspend or refer to the Division Superintendent. In the event of a referral to the Division Superintendent, the results of the meeting are forwarded to the Division Superintendent for consideration at the hearing.

If this committee determines the misconduct was caused directly by the student's disability, the student may not be expelled or suspended for more than 10 days but may be placed by the Division Superintendent in a new school or program.

If the committee determines the misconduct was not caused directly by the disability, the student may be disciplined in the same manner as non-disabled peers. The student is not entitled to receive continuing educational services during any period of suspension or expulsion.

APPENDIX 3

RELATED LINKS

- [Know your Rights Flyer](#)

APS Relevant School Board Policies:

- [J-2 Equal Educational Opportunities/ Nondiscrimination](#)
- [Policy J-7.4 Student Code of Conduct](#)
- [Policy J-6.3.6 Prohibited Substances](#)
- [Policy K-7.3 No Smoking Policy](#)
- [Policy J-5.4 Leaving School Grounds- Release of Students](#)
- [Policy J-6.8.1 Student Safety – Bullying/Harassment Prevention](#)
- [Policy J-6.7 Student Searches and Confiscation of Student Property](#)
- [Policy J-13 Physical Interventions](#)

ACKNOWLEDGEMENTS

Arlington Public Schools would like to express our appreciation to the staff, students, the APS Discipline Committee, Dr. Alvin Crawley and external reviewers who contributed to the development of this Student Code of Conduct Handbook. Thanks to the Virginia Department of Education, Fairfax County, Baltimore City, Henrico County Public Schools and Oregon Public Schools for the use of their guidance documents and technical assistance in framing the essential components of this handbook.

APS Discipline Committee Members:

Dr. Jeannette Allen-School Support
 Keisha Boggan- Jefferson
 Dr. Philip "Chip" Bonar- School Support
 Wendy Crawford- Student Services
 Marcia Carter-Wakefield
 Laurel Cerrud- Oakridge
 Angie Close- SPED
 Debbie DeFranco-Academics
 Carmen De La Cruz Scales- W-L
 Bridgett Doles- IS
 Suzanne Evans- Yorktown
 Alvaro "Marcelo" Flores- Carlin Springs
 Robert Hanson- Jefferson
 Maggie Hsu-Wakefield
 Carolyn Jackson-Long Branch
 Jaunice Jenkins- Yorktown
 Erica Johnson-Wakefield
 Dr. Shunda Johnson-SPED
 John Koutsouftikis-Williamsburg
 Michelle McCarthy-Jamestown
 Kelley Mshomba-Kenmore
 Dr. Aleta Myers- Student Services
 Laura Porter-Yorktown
 Dr. Monica Roaché- Jamestown
 Heather Rothenbuescher-SPED
 Carl Seward- Academics
 Jonathan Turrisi- Chief of Staff Office
 Meg Tuccillo-Administrative Services (Retired)



Arlington
Public
Schools