

# BLACKSBURG

MIDDLE SCHOOL

# BRUINS



Blacksburg Middle School

## *Student/Parent Handbook*

### *2020-2021*

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## **Blacksburg Middle School**

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### **Welcome to Blacksburg Middle School**

The faculty and staff would like to welcome you to BMS. We are pleased to have the opportunity to spend the next academic year working with your family. We are committed to providing our students with opportunities to be successful in all areas of school life.

The purpose of this handbook is to provide you with information about BMS and to encourage your active involvement and support as part of our school family. Students and their parents/guardians should read this handbook together. If you have a question about a school policy or regulation, please feel free to ask a teacher, counselor, or principal.

This Student/Parent Handbook is provided as a reference manual during the school year. You will be able to access the handbook on the Blacksburg Middle School webpage at [bms.mcps.org](http://bms.mcps.org). Students and their parents/guardians should read this handbook together. While the handbook cannot cover every question that arises, we hope that it will be a helpful resource.

The Blacksburg Middle School faculty and staff are committed to creating and maintaining a middle school learning environment that is caring, safe, and dedicated to furthering the dreams of our students. We will work with you to nurture, challenge, and support your child through the middle school years. Thank you for allowing us the opportunity to work with your children to provide a positive learning experience that will contribute to their success.

# BMS CORE VALUES

## BMS BRUINS are

**POSITIVE:** Students/Staff demonstrate that they are positive by having an accepting, open, and positive attitude, being supportive and encouraging of classmates, and by using respectful language and behaviors

**COMPASSIONATE:** Students/Staff demonstrate compassion by being kind to and considerate of each other, actively listening to others, considering how their words and actions impact those around them, and engaging in behavior that does not negatively impact the learning of themselves or others.

**COURAGEOUS:** Students/Staff demonstrate courage by taking responsibility for their actions and attitudes, supporting their peers and classmates, and engaging in behavior that supports a safe and welcoming environment for everyone.

**HARDWORKING:** Students/Staff demonstrate hardwork by making choices and taking actions that allow them to achieve their goals, attending school regularly and on time, planning their time to meet deadlines/due dates, coming prepared to class with materials, and engaging in learning with their best effort.

# BMS SCHOOL PHILOSOPHY

**MOTTO:** Revealing Potential and Realizing Dreams

**MISSION:** All students have the potential for individual greatness. Our vision at Blacksburg Middle School is to recognize and support this diversity in a positive educational environment rich with mutual respect and a foundation in character and literacy based instruction.

## WE BELIEVE:

- Each middle school student is valued as an individual with unique physical, social, emotional, and intellectual needs.
- Learning takes place best in a safe community that knows and respects each other enough to take risks.
- Learning is a process in which students and teachers are actively engaged in a variety of instructional approaches.
- Our community extends beyond our doors sharing in the responsibilities for providing a supportive environment.

# MONTGOMERY COUNTY PUBLIC SCHOOLS

**MOTTO:** Engage, Encourage, Empower

**MISSION:** Every student will graduate career and college ready and become a productive, responsible citizen.

**VISION:** We inspire learning by providing a nurturing environment, positive relationships, high expectations, and continuous growth.

**CORE VALUES:**

- Physical safety & emotional well being
- Mutual trust & respect
- Open communication
- Accountability
- Engagement & lifelong learning
- Cultural diversity

Montgomery County Public Schools accomplishes our mission and vision through the implementation of the Model for Effective Instruction.

**Today I will do my best to be my best.**

**I will listen.**

**I will follow directions.**

**I will be honest.**

**I will respect the rights of others.**

**I will accept and appreciate differences in  
those different than myself.**

**I will not be a bully, or allow others to  
bully me.**

**I can learn. I will learn. I must learn.**

**Today I will do my best to be  
my best.**



***Blacksburg Bruins Being their Best***

# **TABLE OF CONTENTS**

## **KEY INFORMATION**

Educational Program  
Bruin Advisory and Enrichment Time  
Moment of Silence  
Electronic Communication  
BMS 2020-21 Schedule

## **MITIGATION STRATEGIES FOR COVID-19 SCHOOL REOPENING PLAN**

### **ACADEMICS**

Academic Interventions  
BMS Honor Code  
Google Calendar Integration for Parents  
Google Classroom  
Grades and Progress Reports  
High School Credit Courses  
Homework  
PowerSchool Parent Portal  
Promotion and Retention  
Report Cards  
Schedule Changes  
Securly Web Filtering Parent Account  
SOL Tests  
SOL Information and Student Impact - Middle School

### **ARRIVAL AND DEPARTURE**

Arrival to School  
Bus Transportation  
Personal Transportation  
Dismissal/Departure  
Checking In/Out of School

### **ATTENDANCE**

MCPS Attendance Policy  
Chronic Absenteeism  
Make-up Work  
Withdrawal/Transfer Process

## **BEHAVIOR EXPECTATIONS & DISCIPLINE**

Acceptable Use and Internet Safety Policy

Student Conduct

Drink/Food/Candy

BMS Student in Good Standing

Backpacks/Bags

Bullying

Cell Phone Expectations

Freedom of Expression

Hall Behavior

Lunch Room Conduct

Prohibited Activities

Prohibited Items

Student Dress Code

Tardiness to Class

Unauthorized Areas

Sexual Harassment

School Bus Conduct

Student Language

Alcohol and Other Drugs

Tobacco Products

Weapons Policy

Disciplinary Action

MCPS Student Code of Conduct

Suspension and Expulsion

## **GENERAL INFORMATION**

Library/Media Center

Cafeteria and Food Services

Lunch Accounts

Student Fees

Returned Check Fee

School Supplies

Assignment Books

Lockers/Personal Property

Lost and Found

Change of Plan Messages

Accidents and Safety

School Insurance

School Nurse  
Medications  
Student Assemblies  
Field Trips  
Visitors

### **HEALTH & WELLNESS**

Health and Physical Education  
Interscholastic Athletics  
Sports Events  
ExtraCurricular Activities and Clubs  
Athletics

### **SCHOOL SAFETY**

Involvement of Law Enforcement  
Emergency Drills and Evacuations  
School Safety Hotline  
Suspected Child Abuse  
Sex Offenders on School Property  
Unauthorized Persons on School Property  
Trespassing

### **STUDENT RIGHTS**

EEO/Civil Rights Statement  
Accessibility Notice  
Equal Educational Opportunities  
Family Educational Rights and Privacy Act (FERPA)  
Directory Information  
Involvement of Non-Custodial Parents  
Notice of Compliance with Equal Rights Regulations in Educational Programs and Activities  
Grievance Procedure for Students with Complaints of Discrimination

### **STUDENT SUPPORT SERVICES**

Administration  
Counseling  
Family Support and Communication  
Student Assistance Programming  
Special Education

### **MCPS STUDENT CODE OF CONDUCT**

# KEY INFORMATION

## EDUCATIONAL PROGRAM

Our mission as a middle school is to offer learning opportunities that are developmentally appropriate for the intellectual, physical, emotional, and social needs of early adolescent students. Because of the great diversity among pre-teens and emerging teenagers, emphasis is placed upon instruction that allows each student to develop according to his/her own potential.

The BMS curriculum is designed to stimulate the academic achievement of all students, challenging each student to explore and develop his/her individual abilities and talents. In addition to the various academic disciplines, students are provided with a balanced program of enrichment experiences and service opportunities with emphasis on personal growth, development of values and responsibility, exploration of career possibilities, and opportunities to pursue special interests. Therefore, the school program is organized to include a core block of time for academic subjects as well as time for exploratory courses, fine arts, related arts, physical education, and health.

Practices at the middle school level are student-centered. Teachers have adopted practices that consider the developmental nature of the children as well as guide students toward a desirable level of responsibility. At each grade level, students are assigned to a “team” of teachers for their core academic subjects. On their teams, students will share the same four or five teachers for instruction in English Language Arts, Math, Science, and Social Studies.

Each team is located in its own section, or pod, of the building so moving from class to class is easy. Teams provide a “family” learning environment for students. Team teachers work together to provide consistency and unity to the students assigned to them. Teaming encourages good relationships between teachers and students, and enhances teachers’ effectiveness at helping students to be successful. Teaming in this way also facilitates collaboration, interdisciplinary cooperation, closer monitoring of student behavior, and more efficient communication with parents/guardians.

## BRUIN ADVISORY /ENRICHMENT TIME

In addition to seven periods of classes, students meet twice each week for Enrichment Sessions. Students are assigned to a Bruin teacher who serves as an advisor and advocate. Bruin teachers offer assistance and support throughout the school year and help to organize team and grade level activities. Students are assigned to enrichment sessions for approximately four weeks in cycles beginning on the sixth day of school. Enrichment session topics vary. Some sessions offer students opportunities to receive targeted instruction in math or English, while academic lab sessions provide students with extra help in which they may complete assignments, projects, or assessment. Other enrichment sessions offer students opportunities for engaging physical and/or exploratory activities.

The Montgomery County School Board has established a minute of silence each day in all schools, as required by law (division policy, 6-1.5). At BMS, this minute of silence is observed

during the morning announcements. During this minute, students must remain seated and engaged in a silent, non-disruptive activity.

### **ELECTRONIC COMMUNICATION**

Each BMS staff member has an email address. Email addresses, along with other useful information related to school activities, may be found on the BMS webpage at [bms.mcps.org](http://bms.mcps.org). BMS also utilizes SchoolMessenger, a notification system designed specifically for schools, to deliver personalized voice messages and emails to parents. To receive these messages, please make certain that your phone and email contact information are up-to-date in PowerSchool.

Parents/guardians will also have access to their child's school information and progress electronically through the online MCPS Student Information System (Parent Portal), available from the school division's webpage ([mcps.org](http://mcps.org)). Through a secure connection over the Internet, authorized parents/ guardians will be able to view and monitor their child's attendance, assignments, class schedules, and grades. PowerSchool Parent Portal can be accessed through a web-browser, or an App on your phone. Should you have questions about what you are viewing or your child's progress, please contact your child's teacher.

For news, announcements and updates about school events, you can also follow us on TWITTER and on FACEBOOK @BruinsBMS.

## Blacksburg Middle School Re-Opening Schedule 2020-2021

Students attending hybrid in-person will be divided into Groups 1 & 2 (50% each). Each group will take two classes in person every day. Groups will alternate morning & afternoon sessions. When students are not attending classes in person, they will participate in synchronous remote learning at home.

### Daily Bell Schedule

<b>7:30-7:45 AM</b>	<b>Arrival Pick up <i>Grab &amp; Go Breakfast</i></b>	<b>50% In-Person 50% Synchronous Remote</b>
<b>8:00-9:00 AM</b>	<b>Assigned Period</b>	
<b>9:05-10:05 AM</b>	<b>Next Assigned Period</b>	
<b>10:05-10:20 AM</b>	<b>Dismissal Pick up <i>Grab &amp; Go Lunch</i></b>	
<b>12:00-12:15 PM</b>	<b>Arrival Pick up <i>Grab &amp; Go Lunch</i></b>	<b>50% In-Person 50% Synchronous Remote</b>
<b>12:30-1:30 PM</b>	<b>Assigned Period</b>	
<b>1:35-2:35 PM</b>	<b>Next Assigned Period</b>	
<b>2:35-2:50 PM</b>	<b>Dismissal Pick up <i>Grab &amp; Go Snack</i></b>	

**Students whose families prefer that they remain at home until schools fully open may participate in all of their courses remotely through their current school.** These students must follow their schedule of classes through synchronous remote learning through their current school and plan to return to their current school and resume face-to-face instruction once schools fully open.

**Students whose families prefer that they take all courses virtually even after schools fully open may participate in the MCPS Virtual School Program.**

## Blacksburg Middle School Schedule

Both groups attend 2 classes in-person daily for half of the day and participate in remote learning the other half of the day			
Morning: 8:00-10:05 AM Afternoon: 12:30-2:35 PM		In-Person Instruction	Synchronous Remote Learning
<b>Monday</b>	<b>Morning</b>	<b>Periods 1 &amp; 2 - GROUP 1</b>	<b>Periods 1 &amp; 2 - GROUP 2</b>
	<b>Afternoon</b>	<b>Periods 3 &amp; 4 - GROUP 2</b> (6th-grade attends Bruin Enrichment during Period 4)	<b>Periods 3 &amp; 4 - GROUP 1</b> (6th-grade attends Bruin Enrichment during Period 4)
<b>Tuesday</b>	<b>Morning</b>	<b>Periods 5 &amp; 6 - GROUP 2</b> (7th-grade attends Bruin Enrichment during Period 5; 8th-grade attends Bruin Enrichment during Period 6)	<b>Periods 5 &amp; 6 - GROUP 1</b> (7th-grade attends Bruin Enrichment during Period 5; 8th-grade attends Bruin Enrichment during Period 6)
	<b>Afternoon</b>	<b>Periods 7 &amp; 8 - GROUP 1</b>	<b>Periods 7 &amp; 8 - GROUP 2</b>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>● Students check-in and work on assignments (individual or group)</li> <li>● Teachers check in with students</li> <li>● Individual or small group meetings with teachers for conferences, additional assistance, remediation, and intervention</li> <li>● Connect with families through virtual and remote engagement activities and supports for students such as:               <ul style="list-style-type: none"> <li>○ Meetings with school counselors (counseling, social-emotional learning)</li> <li>○ Study skills seminars</li> <li>○ Technology assistance</li> <li>○ Interest groups/clubs</li> <li>○ Cross district and school-based discussion forums</li> <li>○ Student leadership training</li> </ul> </li> </ul>		
<b>Thursday</b>	<b>Morning</b>	<b>Periods 1 &amp; 2 - GROUP 2</b>	<b>Periods 1 &amp; 2 - GROUP 1</b>
	<b>Afternoon</b>	<b>Periods 3 &amp; 4 - GROUP 1</b> (6th-grade attends Bruin Enrichment during Period 4)	<b>Periods 3 &amp; 4 - GROUP 2</b> (6th-grade attends Bruin Enrichment during Period 4)
<b>Friday</b>	<b>Morning</b>	<b>Periods 5 &amp; 6 - GROUP 1</b> (7th-grade attends Bruin Enrichment during Period 5; 8th-grade attends Bruin Enrichment during Period 6)	<b>Periods 5 &amp; 6 - GROUP 2</b> (7th-grade attends Bruin Enrichment during Period 5; 8th-grade attends Bruin Enrichment during Period 6)
	<b>Afternoon</b>	<b>Periods 7 &amp; 8 - GROUP 2</b>	<b>Periods 7 &amp; 8 - GROUP 1</b>

# MITIGATION STRATEGIES FOR COVID-19

Social distancing protocols and practices are in place to support the health and safety of our students and staff. Students will wear face coverings when they are at school and on the school bus. They will also have designated tables and desks in which to sit that have been measured six feet apart from other seats in the classroom. To avoid congestion and to maintain social distancing in the hallways at school, students will not have a locker assignment. Instead, we will allow them to carry a backpack to class.

Face coverings (masks or shields) are required to be worn by students. They will be worn at all times. Students cannot attend in-person instruction without a face covering. Face masks are available in the main office for individuals who forget or need a mask. We currently have medical face masks and gloves at the front entrance and at the main office for anyone who needs these items.

Touchless hand sanitizer stations have been placed at high traffic areas and near major entrances and exits to the building. Hand sanitizer will be provided in each classroom. In addition, mobile and stationary sanitization stations have been installed. Students are encouraged to wash their hands frequently during the school day.

Social distancing signs are posted throughout the building. Students should make every effort to keep six feet of space between themselves and other students. Students should also follow directional arrows and signs on floors that indicate the flow of traffic and encourage social distancing.

Student desks, tables, and chairs are placed in specific locations in each classroom in order to maximize room capacity within current parameters and maintain at least six feet of space between every seat. Students will have an assigned seat at a desk or table in each classroom.

Water fountains may be used by students only when filling a drinking cup or water bottle. Students may bring a water bottle from home. Disposable drinking cups will be provided at each water fountain in the school buildings, along with appropriate cleaning supplies and trash receptacles to assist students in their use of the water fountain.

# ACADEMICS

## ACADEMIC INTERVENTIONS

- **Bruin Enrichment** - Based on student needs, teachers provide intervention, academic lab time or enrichment activities primarily focused on math and language arts. Teachers organize group/team activities and help individual students develop the skills necessary to achieve success and enjoy their school year.
- **Reading/Writing Intervention** - BMS utilizes this course to provide targeted support for students who need assistance in the area of reading and writing. Students are assigned to these classes to provide additional instructional time for them to develop, strengthen and apply the skills and strategies necessary to be successful in middle school classes. Bruin Enrichment can also be used for targeted reading and language arts intervention.
- **Special Education Services** - Special education services and support are provided for students as needed. MCPS’ mission is to engage, encourage, and empower students with disabilities by providing, in the least restrictive environment, the supports and services needed to graduate and live, learn, work and participate in communities of their choice with maximum independence.
- **SOL Remediation** - Targeted SOL remediation is provided at different times throughout the year to help prepare students for SOL testing.
- **Tutoring** - the Counseling Office coordinates the assignment of tutors to students during the school day. Organizations at Virginia Tech such as the Literacy Corps and the YMCA provide tutors that are available to work with BMS students.
- **Student Assistance Programming (SAP)** - The Student Assistance Programming (SAP) Team helps students who are struggling with their academics, behavior, attendance, and/or emotional wellness by working with parents. Parents are the expert on the needs of their child. If a child is referred, the parent will be notified and invited to participate in this ongoing process.

The SAP Team will gather, review, and document information important to a student’s learning and monitor his/her progress. The following activities **may be** completed as part of the SAP process:

Vision Screening	Classroom Observations	Academic Assessments
Hearing Screening	Develop/Review Intervention Plan	Work with School Counselor
Record(s) Review	Anecdotal/Written Notes	Other necessary information

**If you have any questions regarding the Student Assistance Programming Team process, please contact your school’s administrator.**

## BMS HONOR CODE

Blacksburg Middle School students are responsible for their *own* learning. Students are expected to do their *own* work on all assignments (classwork, homework, projects, tests and quizzes), unless otherwise directed by the teacher.

Academic dishonesty (cheating) is a violation of the Student Code of Conduct (Division Policy 7-3.1). In order to maintain the integrity of our coursework and evaluation procedures, Blacksburg Middle School has an Honor Code. Students may be required to sign their name alongside the phrase, "Honor Code" when completing an assignment. By doing so, students pledge that their work is in accordance with the Honor Code of Blacksburg Middle School.

***The Honor Code is as follows: "I have neither given nor received unauthorized assistance on this assignment."*** Whether written or not, the Honor Code applies to all assignments.

The Honor Code will be reviewed with students during the first week of school, and students will sign an acknowledgement of their receipt and understanding of the Honor Code. The following examples represent violations of the BMS Honor Code:

- **Academic Dishonesty/Fraud:** Any deception deliberately practiced in order to secure academic gain. Violations include, but are not limited to, cheating, unauthorized work sharing, copying of another's work, crib notes, cheat sheets, verbal and non-verbal giving or receiving of answers or assistance. Additionally, copying and pasting from shared documents and representing the copied material as one's own work is a form of academic dishonesty.
- **Plagiarism:** Quoting or using the ideas of another person or author without acknowledging that those were not your own. Such acknowledgement must be done through proper citation of the original source, as determined by the teacher.

Teachers will notify students of any suspected Honor Code violations and provide them with the opportunity to address the alleged violation. For cases in which the teacher and student are unable to resolve the matter, the student will be referred to an administrator for further investigation and to ensure that due process is followed.

### **Honor Code violations are divided into two categories:**

**Level I:** These include those assignments that would be considered of an instructional classwork variety. Such assignments include, but are not limited to:

- Homework
- Classwork
- In-class group coursework

*Teachers* have discretion in deciding what consequence will be determined for Level I violations. Violations such as these do not necessarily need to be referred to an administrator. It is up to the discretion of the teacher, and the consideration of other extenuating circumstances, that determine academic consequences or disciplinary action.

**Level II:** These include those assignments that would be considered primarily evaluative in nature. Such assignments include, but are not limited to:

- Quizzes \* / Tests \*

- Research papers / Projects / Group work
- Any other assignments that a teacher may choose to be bound under Level II.

*\* Any unauthorized use of electronic devices during a test/quiz is an Honor Code violation.*

Such Level II Honor Code violations result in a zero for the assignment and will include a referral to an administrator for academic dishonesty. If necessary, the administrator will further investigate the matter and ensure that due process is followed. Level II Honor Code violations will be recorded on the student's discipline record, and students who continuously violate the Honor Code can be subject to further disciplinary action. All assignments will be considered under the Honor Code unless stated otherwise by the teacher.

- During the first two weeks of school staff will review the honor code with students.
- Not signing the Honor Code statement (as requested) on an assignment/test will result in the assignment remaining ungraded for credit until the Honor Code statement is signed.
- Refusal to sign the Honor Code will result in a grade of zero on the assignment.

### **GOOGLE CALENDAR INTEGRATION FOR PARENTS**

Teachers will update Google Classroom Calendar with announcements, due dates for assignments and dates for upcoming quizzes and tests. This calendar instantly syncs with the calendar of students in their class. Parents/Guardians with Google accounts may request access to the class calendar. Email your child's teacher from your Gmail account to request access to the class Google Calendar.

### **GOOGLE CLASSROOM**

Google Classroom is used by teachers to distribute assignments/quizzes/tests, send feedback, post announcements, and foster student collaboration. Parents can sign up for notifications of announcements and assignment due dates. Contact your child's teacher by email to request that they send you the Google Classroom Guardian Notification invitation.

### **GRADES & PROGRESS REPORTS**

Grading practices at BMS are consistent with middle school philosophy and goals. The nature of children at this level will be considered in the evaluation process. Per division policy (6-6.2), parents will be provided with instructions to access electronic grades and attendance reports. Hard copies of the information will be provided for parents upon request. At the end of each nine week grading period, the student's report card grade will be based on various assessments such as written evaluations, homework, class participation, teacher observation, and other appropriate criteria.

Per division policy (6-6.2), middle school grades, including final average, will be assigned according to the following numerical scale:

- |   |                     |
|---|---------------------|
| A | 90-100              |
| B | 80 but less than 90 |
| C | 70 but less than 80 |
| D | 60 but less than 70 |
| F | Below 60            |

All courses will use the above numerical scale with letter grades recorded on the report card to indicate performance. Plus and minus designation after the letter grade shall not be used on report cards or permanent records. Report cards are issued each nine weeks and are sent home with students five (5) school days after the grading period closes. The last report card is mailed home with the final course grade, SOL scores (when available), and advancement to the next grade level indicated. Teachers calculate the final course grade. Promotion, placement, or retention is the decision of the principal with teacher input.

### **HIGH SCHOOL CREDIT COURSES**

High school credit courses are taught at BMS for those students whose academic abilities and achievement allow them to pursue areas of interest and strength. Courses currently offered at BMS for high school credit include Algebra I Honors, Geometry Honors, French I, Spanish I, American Sign Language I, Virtual Latin I, and Virtual Chinese I.

These courses are taught with the pacing and workload of courses taught at the high school. We encourage careful consideration regarding students' academic abilities as well as their overall readiness before pursuing one of these courses in middle school. The following is important information about the policies associated with these courses:

Teachers will identify on their syllabus a "final evaluation" that they will use during the final weeks of their course to evaluate student learning, skill attainment, and achievement with a meaningful, authentic assessment that reflects relevant real-world situations/experiences. These evaluations must provide an assessment of the students' cumulative learning in a course, and must be connected to some meaningful essential question that has value outside of the class. Teachers will determine the relative weight this "final evaluation" will have on the students' final grade. If a teacher chooses to administer a cumulative written test as the final evaluation, this test must be administered prior to the designated last day of instruction so that test results/feedback are reviewed with the students and contribute to the learning process.

For courses with an EOC SOL Test, current policy allows a student's EOC SOL test score to be used in determining the student's final course grade. Teachers of an EOC course may use the "final weeks" to engage students in cumulative activities designed to prepare them for the EOC SOL Test and specifically state in their syllabus how SOL scores will be factored into the students' final course grades. Students may also request to take a traditional final exam that would only count if raises their final grade for the course.

All students enrolled in Virtual Latin I and Virtual Chinese I are required to take a final exam.

***Dropping a Course*** - If a student drops a high school course after fifteen (15) days of membership in the course, the grade will be recorded as a "WF" (computed as an "F" for G.P.A.) for the year in which the course is dropped. Levels in a subject may be changed up to three (3) days after the issuance of the first nine-weeks' report. Exceptions to this provision may be granted by the principal in cases of extenuating circumstances. (division policy, 6-6.2).

**SOL Assessment** – Students who enroll in a high school credit-bearing course with an accompanying SOL assessment, such as Algebra I and Geometry, take the SOL assessment upon conclusion of the course.

***High School Credit End-of-Course SOL Tests***

1. Verified Credit: Students must pass the SOL test in order to receive verification of the course credit.
2. Course Credit: A standard unit of credit is awarded when a student passes a high school credit-bearing course.
3. The following are possible scenarios detailing students receiving verified and/or standard units of credit after completion of a credit-bearing course:

**a. Pass course for the year and pass SOL test:**

Students scoring at or above the SOL proficiency level as established by the state and passing the course requirements will receive verified credit for the course and a standard unit of credit toward graduation.

**b. Pass course for the year and fail SOL test:**

Students who pass the course, and who score below the SOL proficiency level as established by the state, shall receive a standard unit of credit (not verified) for the course and may participate in a remediation program designed by an appropriate instructional team.

**c. Fail course for the year and either pass or fail SOL test:**

No credit will be earned, and the course must be repeated if the credit is required to meet graduation requirements.

As school accreditation is tied to student success on SOL tests, schools will be expected to explore a variety of proactive means of promoting student success on SOL tests.

***Removal of High School Credit while in Middle School*** - Parents may request that grades for high school credit courses be omitted from the student’s transcript and the student not earn high school credit for the course. The request must be made (on the appropriate form) to the high school registrar by October 1 following the completion of eighth grade. Any high school credit course, and all grades for the course for which an F was reported, will automatically be removed from the student's transcript.

Additionally, when a student re-takes and completes a class in high school that was taken for high school credit in middle school, the middle school grade will automatically be removed from the student's transcript if it is in the student’s best academic interest such as when the high school final grade is equal to or higher than the middle school final grade (division policy, 6-6.2).

## **HOMEWORK**

Homework is a means of strengthening skills and understandings gained in the classroom. *In grades 6-12 homework shall be required when it is meaningful and necessary to fulfill the objectives for the course, with careful consideration being given to the needs and goals of the individual student (from MCPS Policy 6-5.4).*

Core teachers will consult with colleagues on their team to ensure that the amount of homework assigned on any given evening is not excessive. At times, homework is also assigned in fine arts, career/technical, and physical education/health classes. Homework will be assessed both formally and informally; however there is no requirement that every assignment be graded. Homework will account for no more than 25% of a student's total grade for any nine-week marking period.

## **POWERSCHOOL PARENT PORTAL**

Parent Portal is a program by PowerSchool that gives parents access to their child's student information, including grades and attendance. PowerSchool Parent Portal can be accessed through a web-browser, or an App on your phone.

If you do not have an account, contact the Counseling Office at 953-5803 to ask for information about accessing a Parent Portal account.

## **PROMOTION AND RETENTION**

Promotion, placement, or retention will be the decision of the principal with staff and parental input at the conclusion of the remediation program. To be promoted to the next grade, a middle school student must:

1. Pass both language arts and mathematics and either science or social studies; and \*
2. Participate in a summer learning program if either language arts or mathematics is failed or if both science and social studies are failed. \*

\*Promotion, placement, or retention is the decision of the principal with staff input.

## **REPORT CARDS**

Report cards are issued each nine weeks and are sent home with students five (5) school days after the grading period closes. Report card envelopes should be signed by a parent/guardian and returned to school the following day. The last report card is mailed home with the final course grade, SOL scores, and advancement to the next grade level indicated. Teachers calculate the final course grade.

## **SCHEDULE CHANGES**

We welcome input from parents/guardians in planning the best possible middle school experience for their child. We encourage parents/guardians to share with us their insights about their child as a learner and the type of learning environment in which their child experiences the most success. Because scheduling is dependent on extensive program planning as well as the availability of personnel and resources, schedule changes are discouraged once the school year has begun. Team changes are not considered unless there are significant issues or conflicts that cannot be resolved in other ways. Extenuating circumstances will be considered on a case-by-case basis. Requests for schedule changes may be initiated through the Counseling Office, but a change requires the approval of the appropriate administrator.

## **SECURLY WEB FILTERING PARENT ACCOUNT**

Securly is the Internet filter MCPS uses on your child's Chromebook and Google account. Students are filtered on and off campus. Parents can review and receive email notifications of their child's internet activity using Securly. To sign up for a Securly account, go to [www.mcps.org](http://www.mcps.org), then select "Sign up for Securly" in the "Parents" drop-down menu.

## **SOL TESTS**

Standards of Learning (SOL) test scores are used as part of the multiple sets of criteria for determining course placement for students. The appropriate instructional team will determine the mode and extent of any required remediation programs for students not passing any portion of the SOL battery of tests.

## **SOL INFORMATION AND STUDENT IMPACT - Middle School**

Virginia Department of Education regulations require students to take Standards of Learning (SOL) assessments in middle school. In Montgomery County the SOL assessments are given in the spring of each year in grades 6, 7, and 8. Students in grade 6 take Reading and Mathematics. Students in grade 7 take Reading and Mathematics. Students in grade 8 take SOL assessments in Reading, Writing, Mathematics, Civics and Economics, and Science. The scores range from 0 to 600 with 400 to 499 being Pass Proficient and 500 to 600 being Pass Advanced.\* Students who do not pass an SOL may be considered for remediation programs. Students who fail the Reading and/or Mathematics SOL assessments in grade 8 will have an opportunity to retake the test the following year.

\*Subject to change by the Virginia State Board of Education

# **ARRIVAL AND DEPARTURE**

## **ARRIVAL TO SCHOOL**

Students should plan to arrive at BMS between 7:35 and 7:55 a.m. Students who arrive prior to 7:50 will be supervised in the cafeteria (grades 6 & 7) or auditorium (grade 8). Students will not be able to enter the building until 7:35 a.m. Students will be released from the cafeteria and auditorium between 7:50 and 7:55 AM. At 8:01 a.m. all students should begin moving to first period. First period begins at 8:05 AM. Students who are not in their first period class at 8:05 are considered tardy.

Any student who wishes to eat breakfast at school should report to the cafeteria upon arriving at school. Breakfast will be served until 8:05 a.m. Second-chance breakfast is also available between first and second period.

Students are not permitted in any area of the building except the cafeteria or auditorium before 7:50 AM without prearranged written permission of a staff member.

Once a student is dropped off at school, he/she may not leave campus for any reason without following the check-out procedure. Students who leave the building/grounds without permission are subject to disciplinary action.

### **BUS TRANSPORTATION**

Buses drop off students by 7:55 AM at the bus loading/unloading area at the rear of the building. **No cars are allowed in this area; there is a separate drop-off area for cars at the Community Entrance.**

### **PERSONAL TRANSPORTATION**

Students arriving at the student drop-off area before 7:50 AM should proceed to the designated area (8<sup>th</sup> grade students to the auditorium, 6<sup>th</sup> and 7<sup>th</sup> grade students to the cafeteria) for supervision. Please note that the line of cars to drop students off at school grows significantly by 7:45 AM. Parents should plan for up to ten (10) minutes for student drop off. Parents are encouraged to carpool. In addition, parents are expected to obey all traffic laws when entering and exiting school grounds.

Students may walk or ride a bicycle to/from school with permission from their parent/guardian. Students may not ride bicycles on any of the sidewalks on campus. Upon arrival to campus, students should walk their bicycles to one of the bike racks and secure bicycles with their own locks.

Students who ride to school with sibling who attends BHS should utilize the sidewalk along Blumenthal Byway and remain on the sidewalk as they walk to BMS from the BHS student parking lot. Students walking to BMS from BHS should not cross the bus loop.

### **DISMISSAL/DEPARTURE**

The school day ends at 2:50 PM. All students who provide their own transportation home are released at the 2:50 PM bell. Students who ride a school bus should report to the bus loading area promptly once their grade level is dismissed. Car riders should arrange to meet their rides at the student pick-up area/community entrance. Walkers must exit the main building through the bus community entrance doors and should leave campus immediately.

Car riders who need to cross the car-rider line to meet a parent in the parking lot must cross under the direction and supervision of the BMS staff member on duty in the parking lot.

Walkers will leave campus across the path connecting the Kipps and BMS campuses. Upon reaching Kipps, middle schoolers will bear right along the Kipps track until reaching the walking path leading from Kipps to Hethwood neighborhoods of Foxridge, Haymarket Square, Mission Hills, Pilgrims Point, Oak Manor, and Stroubles Mill. Students must take care not to interfere with ongoing instruction at Kipps Elementary.

**BMS students may not stay at Kipps Elementary without prior written permission from the Kipps principal.**

Students who remain after school must be involved in an approved, staff-supervised school activity such as athletics, clubs or student organizations, drama or music program rehearsal, or tutorial assistance. All other students must leave the building and school grounds by 3:05 PM.

Students should be aware of their afternoon transportation plans prior to coming to school in the morning. Last minute change of plans in transportation are disruptive and can be difficult to communicate to students.

Any change in the way a student normally leaves school requires written permission from a parent/guardian. Students will not be allowed to ride any school bus other than their regularly assigned bus without written permission from a parent/guardian and the authorization of an administrator. Written requests to ride a different bus must include the address to which the student is traveling. These requests and other notes describing any changes in departure plans must be submitted to the appropriate administrator by lunchtime on the day of the intended change in plans. Approved bus notes will be signed by an administrator and returned to the student.

Students must present this note to the bus driver(s) involved in the change. Bus drivers will not allow students to ride a different bus or get off at a different bus stop without a properly authorized note.

Only under extenuating circumstances should parents call the school to notify students of a change in afternoon transportation.

**Students are not permitted to return to the school building or grounds once they have left (unless for an approved after-school activity).**

### **CHECKING IN/OUT OF SCHOOL**

***Arriving Late*** – Any student arriving at school after 8:05 a.m. must report directly to the attendance office and must be accompanied by the adult who brought the student to school. If a student is being transported by a county bus or vehicle that arrives late, the student will not be counted as tardy. Students who chronically arrive late to school are subject to disciplinary consequences.

***Leaving Early*** - If it is necessary for a student to leave school early, the student should bring a note from a parent/guardian to the attendance office before 8:05 AM on or before the day requested to receive an early dismissal slip. When it is time for the student to leave school, he/she must provide this slip to the classroom teacher who will initial it. The student then must report to the attendance office to meet a parent/guardian for check out.

Parents/Guardians, who wish to check their child out from school without such prior arrangements, must do so through the attendance office as well.

Only those adults who have legal custody or the written authorization of a parent/guardian may check a student out of school. **Individuals wishing to check out a student will need to bring a picture ID to the attendance office.**

A note regarding any student's checking in or out must include the parent's or guardian's signature along with date(s) and reason(s) for the student's late arrival or early dismissal.

***Illness at School*** - If a student becomes ill or otherwise needs to check out, he/she must report to the clinic. A student may be permitted to remain in the clinic for one class period due to not feeling well. Office personnel will contact the student's parent/guardian to arrange for the student to leave school, if necessary. **Parents/Guardians are required to provide a reliable daytime telephone number for this purpose. An emergency contact person also should be identified in case a parent/guardian cannot be reached.** Parents or guardians should report to the attendance office to check-out a sick or injured student who is in the clinic.

Students leaving school without authorization are considered to be skipping school. Any student who has checked out must leave campus promptly and shall not return to the grounds without officially checking back into school.

## ATTENDANCE

“Regular class attendance is considered by the Montgomery County School Board to be essential to the educational process and to the satisfactory completion of the requirements of any class and subject offered. Regular school attendance also is directly related to the development of good habits, which are important in the world of work and in higher education. A ninety-five percent (95%) or better attendance rate is the goal.” (MCPS Policy 7-2.3)

Public education is a right available to all young people of school age in Montgomery County. It is provided at considerable expense to parents and other citizens of the county.

Student attendance is a cooperative effort among schools, parents, and students. To achieve optimum learning, good attendance by students K-12 is crucial. Tardies (check-ins) and early dismissals (checkouts) are disruptive to the instructional time of the entire class. Each parent or guardian is responsible for the student's regular and punctual attendance.

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As partners in our children's education, we **ALL** must take school attendance very seriously. Below is important information related to attendance requirements.

### **Virginia Standards of Accreditation**

Part of each school's accreditation with the State of Virginia is tied to attendance, regardless of reason. This is called **CHRONIC ABSENTEEISM**, which includes **ALL** absences (excused **AND** unexcused).

### **MCPS codes absences as excused or unexcused.**

Examples of excused absences include (for a full explanation see MCPS policy 7-2.3):

- court appearance
- death in the family
- religious holidays
- college visit or work based learning opportunity
- Illness
- doctor/dental appointments

**The Code of Virginia requires MCPS address unexcused absences by (for a full explanation see Virginia Code 22.1-258):**

- contacting parents
- developing attendance plans
- holding attendance conferences
- involving the court system if all interventions are unsuccessful

**We ask that YOU join with us to help our students form good habits such as:**

- Getting plenty of sleep
- Eating a good breakfast (either at home or at school)
- Encouraging good study habits so that students are on time and ready to learn
- Seeking additional support if needed

*Per division policy (7-2.3), all absences shall be identified as excused or unexcused. Each student should present to the school attendance office a written note which includes the date(s), cause(s), and the parent's/guardian's signature for daily absences, early dismissal or late arrival of the student. Parental permission for early dismissal must be presented to school officials on or before the day requested. Notes of explanation for student absences or check-ins should be received the day following the absence or check-in.*

***Any excessive check-ins, checkouts, or patterns of absences will result in administrative intervention including the development of an attendance improvement plan and/or disciplinary action.***

***Parental Notification of Absences*** - When a student is absent from school, an automated phone call is made to parents/guardians to notify them of their child's absence. Parents/ guardians who wish to avoid being disturbed at home or work should telephone the school office by 9:00 AM on the morning of the absence. If for any reason a student will need to be out of school for an extended period of time, parents/guardians should notify the school of the dates and circumstances of the anticipated absence.

***Returning to School*** - On the day of their return to school from an absence, students must report to the attendance office for an admit slip. **A note of explanation is required to officially document any absence.** The note must include the date(s) and cause(s)/circumstance(s) of the absence(s), and the parent's or guardian's signature.

## **MAKE-UP WORK**

It is the students' responsibility to request any missed assignments, schedule make-up tests, quizzes, labs, etc. the day of their return to school. It shall be the responsibility of the student to complete assigned make-up work within one school day for every day missed (Example: miss 3 days, 3 school days to make up the work) unless the teacher extends his/her time. Teachers shall have the discretion to extend the time limit because of extenuating circumstances (division policy, 7-2.3).

**On the second day** of an absence, parents/ guardians can request work that has been missed by calling the counseling office. This work may be picked up in the counseling office after 2:30 PM on the day of the request, provided the request is made before 8:30 AM.

Typically, assignments due on the date of an absence are due the first day of the student's return to school unless they did not receive advanced notice due to other absences. Likewise, students who are absent on the day of a test or quiz should be prepared to take the test or quiz on the first day of their return to school unless they did not receive advanced notice due to other legitimate absences.

## **WITHDRAWAL/TRANSFER PROCESS**

If a student intends to leave BMS and enroll in a different school, the student needs to complete a Withdrawal form. Withdrawal forms should be obtained in the Guidance Office. It is the student's responsibility to return all textbooks, library books and supplies issued to them. In addition, all outstanding charges/fees should be paid to ensure timely forwarding of student's records and transcripts to the new school.

# **BEHAVIOR EXPECTATIONS AND DISCIPLINE**

## **ACCEPTABLE USE AND INTERNET SAFETY POLICY 6-3.13**

### *Grades 6 - 12*

With the permission of your parent or guardian, Montgomery County Public Schools offers you the opportunity to use the Division's network which allows access to the Internet, as well as a variety of electronic devices. We expect you to use the Internet and computer based technology while at school for educational purposes. This use is a privilege, not a right, and we may discipline you or take away your right to use the Internet and computer technology at school if you misuse this privilege. You are responsible for your own actions while you are on the Internet and are also accountable for any online activities that occur by others if you allow them to use your account.

Any communication through the use of the Division's network, including electronic mail on the MCPS e-mail system, or other electronic files, is subject to the Student Code of Conduct and the Acceptable Use and Internet Safety Policy, and may be monitored or read by school officials. User shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

While using technology as a student in Montgomery County Public Schools:

1. I will only use the technology and equipment in the manner for educational purposes. I understand that I may be held responsible for any or all damage incurred as a result of my negligent or inappropriate behavior.
2. While online, I will not use language, which may be offensive to other users. I will treat others with respect. The written and verbal messages I send while on the Internet will not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hatred.
3. I will not cyberbully. "Cyberbully" means using the computer to threaten, harass, or intimidate another person. I will tell an adult if I see any cyberbullying, cyberthreats, or inappropriate activity.
4. I will not place unlawful information on the Internet, nor will I use the Internet illegally in any way that violates federal, state, or local laws or statutes. I will never falsify my identity while using the Internet.
5. I will not use the Internet for non-school related activities.
6. I will not engage in Internet activities that cause congestion on the MCPS network.
7. I will not use the Internet to buy or sell, or to attempt to buy or sell, any service or product.
8. I will not change any computer file that does not belong to me.
9. I will not use copyrighted materials or software from the Internet without permission of the author. I will cite the source where appropriate.
10. I will never knowingly give my password to others, nor will I use another person's password.
11. I will never use the Internet to send or obtain pornographic or inappropriate material or files.
12. Except for the usual information contained in the headers of my electronic mail, I will never give out personal information such as name, address, phone number, or gender.
13. I will never knowingly circumvent, or try to circumvent, security measures on either Montgomery County Public Schools' computers or on computers at any remote site.
14. I will never attempt to gain unlawful access to another person's or organization's resources, programs, or data.
15. I will not make, or attempt to make, any malicious attempt to harm or destroy data of another user on the Internet, including the uploading, downloading, or creation of computer viruses.
16. I understand that the school system is not responsible or liable for any harm, damages or charges that result from my use of the system's technology, including loss of data, interruption of services, corruption of files or programs, purchases, hacking or other violations of this Acceptable Use Policy.
17. I will report any violations of this Acceptable Use Policy that I have knowledge of to my teacher or principal

## STUDENT CONDUCT

In conjunction with creating and maintaining a positive, challenging learning environment, and a climate conducive to the development of a positive self-image, the safety and well-being of students and staff are primary concerns. Early adolescents typically are in the process of defining themselves and testing boundaries. In middle school, students have more opportunities to act independently and assume more responsibility for their work and conduct. The development of self-discipline becomes paramount at this level. Consequently, maintaining clear and consistent guidelines for behavior and enforcement of consequences are important responsibilities of middle level education.

BMS uses PBIS, a proactive approach to discipline that helps create a positive school culture. Positive Behavior Interventions and Supports (PBIS) is a nationally-recognized approach to support positive academic and behavioral outcomes for all students. PBIS is the tier 1 behavior component of the Virginia Tiered Systems of Supports (VTSS). MCPS is working to weave social-emotional wellness and cultural competency into our work. The BMS PBIS Behavior Expectation Matrix is included on the last page of the student handbook.

Students are expected to know and comply with the Montgomery County Student Code of Conduct. The policies apply to any student who is in or on school property, in a private vehicle on school property, in attendance at a school-sponsored activity including field trips, as well as going to/from school and waiting at bus stops. In addition to these policies, the following general rules of conduct will govern daily behavioral expectations:

- Maintain regular class attendance.
- Report to class on time.
- Have the materials and assignments needed for each class.
- Participate actively in all classes, and ask questions if directions or assignments are not clear; put forth best effort.
- Show respect for staff, and comply with the reasonable requests of any school employee the first time.
- Respect the rights and differences of others.
- Be responsible for personal and school property.
- Report incidents of bullying to a staff member. Bullying will not be tolerated at BMS.
- Promote school spirit by supporting and contributing to school-sponsored activities and events.

Students involved in multiple incidents of disruption, fighting, and/or other repeated violations of the Student Code of Conduct will be considered for recommendation for long-term suspension or expulsion (division policy, 7-3.1). This does not preclude a recommendation by the school administration for long-term suspension or expulsion in the case of a single serious incident.



## Blacksburg Bruins Being their Best

School -Wide Expectations	Cafeteria	Technology	Hallways	Bus	Classroom
 <b>Positive</b>	*Use respectful language  *Use lunch as a break from technology	*Appreciate and respect the place that technology has in your day  *Always interact with technology appropriately	*Be friendly	*Use appropriate language and behaviors  *Be respectful by listening to bus driver directions	*Have an accepting, open and positive attitude  *Be supportive and encouraging of classmates
 <b>Compassionate</b>	*Recycle  *Welcome and include others	*Keep posts positive and kind	*Stop to help others  *Be mindful of other people's personal space	*Be considerate of others  *Invite others to sit with you	*Use kind and encouraging words  *Be accepting of others' viewpoints and be willing to work with others
 <b>Courageous</b>	*Tell an adult if you see something that concerns you  *Remove yourself from a troubling situation	*Report concerns and misuse of technology to an adult	*Report concerns to an adult	*Report concerns to bus driver  *Remember that safety is important.	*Actively contribute to class  *Take responsibility for actions and attitude
 <b>Hardworking</b>	*Work together as a group to make sure our cafeteria stays clean	*Use technology only when allowed  *Stay focused and on task when using your Chromebook for an assignment or project.	*Clean up after yourself and others  *Walk directly to designated area	*Clean up after yourself and others	*Be prepared for class with materials and be ready to learn  *Be engaged with your best effort

## **DRINKS/FOOD/CANDY**

These items can be disruptive to the learning environment. Students may only carry water in a non-glass container to classes. At the discretion of the teacher, students may be allowed to have food in class. Students are responsible for cleaning up all food and drink related trash. Food and drinks should not be consumed in the hallways.

## **BMS STUDENT IN GOOD STANDING**

BMS provides many opportunities for students to get involved, socialize, and enjoy themselves. We do believe there is more to school than the classroom. But, the ultimate goals of a school are teaching and learning – these must come first.

At the beginning of each school year or upon enrollment, a BMS student is regarded as a Student in Good Standing. Under this status, the student is free to participate in the enjoyable activities we offer at the school. Some of these activities would include, but are not limited to:

- Participation or attendance at BMS athletic events / Dances / Pep Rallies / Assemblies / School Clubs
- Non-Academic Field Trips and/or other school-sponsored social activities

A student can lose his/her “Good Standing” status and forfeit the opportunity to participate in these activities.

Students may **lose their “good standing”** status through:

- **Misconduct** – 4 days or 28 periods of ISS and/or Out of School Suspension / Alternative Placement
- **Academics** – Failing any course at the interim or marking period
- **Attendance** – A student being placed on an Attendance Plan.

A student can **return to “good standing”** status when they can document that academics have improved to passing. When students lose academic good standing because of failing grades on report cards, they can return to good standing if those failing grades have improved to passing grades two weeks into the new marking period.

## **BACKPACKS/BAGS**

Students may carry their belongings to and from school in backpacks/bags. During the school day, students must leave their backpacks/bags in their lockers, which will be in close proximity to their classroom pods.

## **BULLYING**

The definition of bullying developed for the Virginia Department of Education, is as follows: “Repeated negative behaviors intended to frighten or cause harm that may include, but are not limited to, verbal or written threats or physical harm.” Students, either individually or as part of a group, shall not harass or bully others. Behaviors associated with bullying include, but are not limited to, intimidation, taunting, name-calling, and insults. Bullying behaviors may take a variety of forms, including by electronic means such as cell phone, text message and email. Bullying, threatening, intimidation, harassment, or any other activity characterized by targeted, intentionally hurtful behavior (verbal or nonverbal) that results in any physical, social/relational or emotional/psychological harm to another person is not tolerated in any form in any

Montgomery County Public School. *Parents will receive notification within 5 days if their child is involved in a bullying incident.*

### **CELL PHONE EXPECTATIONS**

Cell phone use is disruptive to the learning environment and increasing research shows that excessive cell phone use may adversely impact students' health and well-being. Therefore, student cell phone use is prohibited during school hours. Students may bring their cell phone to school but it must be kept in their locker during the school day.

Students are not permitted to use or display cell phones or other portable personal communication devices during regular school hours. Such devices will be considered to be "in use" if they are on (regardless of if they are on silent or set to ring), sending or receiving a call or text message or being used to take, display, or send photos/videos, etc. However students may have such items in their possession for use after school hours. (division policy 7-3.1) During the school day these items should be secured in the student's locker.

*\*Cell phone use on field trips and during special events is at the discretion of the teachers and administration*

Students are not permitted to use their personal cell phones to take pictures or videos of anyone and they may not post any pictures or videos during school hours, which includes school bus transportation to and from school.

Students must keep **cell phones off and in lockers during** all other times of the day. **Students are not allowed to carry phones on their person, even if on/off or silent mode.**

### **FREEDOM OF EXPRESSION**

Students may exercise the right to freedom of expression through speech, assembly, petition, and other lawful means, but this right may not interfere with the operations of the school.

Students wishing to distribute materials at school should submit materials to the school's principal no fewer than six (6) school days prior to the date of the desired distribution. The stated time frame will permit students to avail themselves of any appeal rights under Policy 7-4.4. All submitted materials must bear the name of the sponsoring individual(s) or school organization(s).

### **HALL BEHAVIOR**

Before and after school, as well as during class changes, the halls are busy, crowded areas. Students can help the flow of traffic by making a habit of walking to the right and not congregating in the halls. Students also are expected to remain on the hall designated for their grade level unless they are attending a class on a different hall. Students are expected to socialize in the halls in an orderly manner. Misconduct may result in a student being asked to identify himself/herself to a supervising staff member. Students are expected to do so promptly and respectfully or face disciplinary action for noncompliance. If a student must be in the hall during class for any reason, he/she must have a signed hall pass.

## **LUNCH ROOM CONDUCT**

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

Students are expected to adhere to the following rules of conduct in the cafeteria:

- Students are not permitted to save seats for other students.
- Students should remain seated in the same seat throughout the lunch period except to discard trash/return trays or purchase additional food items.
- Students must wait until everyone has had an opportunity to go through the serving line before purchasing additional food items.
- Students should socialize with friends in an orderly manner, using an “inside” voice.
- Students should consume all food and beverages while in the cafeteria. Students may not take food or drink from the cafeteria to any other area of the building.
- Dispose of trash and recyclables in the appropriate containers; lunch trays and utensils should be returned to the appropriate area by the student who used them.
- Tables and floors around the area where students eat should be kept free from food and trash.
- Students should remain in the cafeteria until dismissed by one of the supervising adults.
- The lunchroom is a technology-free area of the school. Therefore, no electronic devices, including student Chromebooks, are permitted in the cafeteria.

## **PROHIBITED ACTIVITIES**

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

Students are not permitted to buy, sell, or trade items while on school property. Only the sale of items as part of an approved school fundraiser is permitted. Sharing and borrowing of clothes are discouraged.

Blacksburg Middle School will not tolerate vandalism and destruction of property. Students and their parents/guardians may be required to provide restitution to repair or replace damaged property. With everyone’s help and cooperation, BMS can maintain its excellent facility.

Public displays of affection including inappropriate touching, handholding, and kissing are prohibited while on school property. Any unwelcome sexual advances or other inappropriate verbal or physical conduct of a sexual nature is considered harassment and is strictly prohibited by the Code of Conduct.

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

## PROHIBITED ITEMS

**Students are not to have hats or personal electronic devices (this does not include their school-issued Chromebook) on their person during the school day.** In general, items that present potential safety concerns or that create a distraction to other students and disrupt the educational process, should not be brought to school. **Specific items prohibited at BMS include (but are not limited to) the following: card collections, lighters/matches, pocket knives of any size, and laser pointers.** Before entering the building any electronic device that was used on the way to school must be turned off and placed out sight, unless used in a class assignment with the teacher's permission. Once students are dismissed to report to their lockers, these items should be secured in the student's locker and remain there until the end of the school day. Students also are not permitted to bring open drink containers onto campus. Large sums of money should be kept at home. Additional items prohibited at school are addressed in the Code of Conduct. These items may be confiscated and held at the discretion of an administrator. Posting or distributing any materials requires prior approval from sponsor or administration.

## STUDENT DRESS CODE

The mission of MCPS is that every student will graduate career and college ready and become a productive, responsible citizen. Our dress code supports this idea and reflects the notion that school is a place of business where learning is the priority. We also recognize that clothing choices are a very personal matter and a way that our students express themselves, reflect their individual personalities, and exercise their freedom. However, we also must balance individual freedom with maintaining an environment that facilitates respect, learning, and student safety. While we respect the individuality of each student, there are certain clothing items that are considered inappropriate attire for school.

*(From the MCPS Student Code of Conduct)* Wearing of clothes, jewelry, other apparel and/or decals that advocate violence, alcohol and other drug use and/or distribution; that represent gang activity and/or membership; that advertise obscenities; or that reflect adversely on persons due to race, gender, creed, national origin, physical, emotional, or intellectual abilities; or that would cause disruption to the learning environment at any school. Students shall not at school, on school property, or at school activities wear or have in their possession any written material that is racially divisive. Examples include clothing, articles, material or publications or any item that denotes Ku Klux Klan, Aryan Nation-White Supremacy, Black Power, Neo-Nazi, or any hate group, or Confederate flags or articles. This list is not intended to be all inclusive.

Additionally, students should adhere to the following guidelines regarding clothing and attire:

- Tops must cover the torso from one armpit across to the other armpit and down to the waist so that the stomach is covered. Tops must have shoulder straps that are at least two inches wide.
- Shorts must cover four inches in length of the upper thigh. Skirts and dresses should be at least mid-thigh in length.
- Clothing should not be see-through, excessively revealing, or show private areas of the anatomy. Examples of such clothing includes sagging pants, cut-out "muscle" shirts, spaghetti strap shirts, and halter tops.
- Hats, hoods, bandanas, or other head coverings should not be worn inside the building, unless worn for religious or medical reasons.

- Sunglasses should not be worn inside the building.
- T-shirts, or other clothing, that display messages or symbols that are considered to be inappropriate, offensive, distracting, or in any way disruptive of the educational process should not be worn.
- Students should not wear pajamas, lounge wear, or house slippers.
- Shoes must be worn at all times in and around the building.
- Coats and jackets are not to be worn during the school day and should be secured in the student's locker.

*Having attended one or more classes without being addressed for inappropriate attire does not preclude a student from being referred to an administrator later in day.* Students who dress inappropriately will be given the opportunity to change or cover their clothing. Refusal to cooperate and/or repeated offenses may result in disciplinary action. Any confiscated clothing items (i.e. hats, sunglasses, bandanas) may be held at the discretion of an administrator.

### **TARDINESS TO CLASS**

Arriving late to class disrupts instruction and learning. Students are provided with sufficient time to make class changes and are expected to be in class on time. Students who are tardy to class because of being detained by a staff member should obtain a note/pass from that staff member. Excessive tardiness to class will result in disciplinary action.

### **UNAUTHORIZED AREAS**

Students are not permitted in the following areas of the school without teacher/staff permission and direct supervision:

- Teacher workrooms (use of phone and vending machines not permitted)
- Staff offices
- Unoccupied classrooms and computer labs
- The auditorium and the stage
- The sound projection booth in the auditorium
- Parking lots, except during morning drop-off and afternoon pick-up
- Athletic facilities and fields
- Custodial closets, kitchen, mechanical rooms, the boiler room, and the loading dock
- Locker rooms other than when scheduled for PE
- The elevator, unless use is authorized due to an injury or disability
- Grade-level halls/areas other than those designated for their particular grade level unless required by their class schedule.
- Staff restrooms and lounge areas
- Fire exit stairwells, except during drills and emergencies.

Students who are found in an unauthorized area or who leave the building/grounds without permission are subject to disciplinary action.

## **SEXUAL HARASSMENT**

It is prohibited for any employee or student, male or female, to harass another employee or student by making unwelcome sexual advances or requests for sexual favors or engaging in other verbal or physical contact of a sexual nature when (1) submission to or rejection of the conduct is used as a basis for academic decisions affecting the student; (2) such conduct creates an intimidating, hostile, or offensive learning environment; or (3) submission to the conduct is made either explicitly or implicitly a term or condition of the student's participation in school programs.

The School Board has adopted a grievance procedure for complaints by students of discrimination on the basis of sex or sexual harassment. The policy is located in the School Board Policy Manual section 7-1.1 located at [www.mcps.org](http://www.mcps.org). Generally, students are encouraged to report incidents of sexual harassment to the building principal as soon as they become aware of the conduct forming the basis of the complaint. If the principal is the individual who is the subject of the complaint, the student should contact the Superintendent.

## **SCHOOL BUS CONDUCT**

Students are expected to cooperate with their bus driver and to follow the posted rules on the bus. Misconduct on a school bus interferes with the orderly transportation of children and jeopardizes the safety of everyone on the bus.

The school bus driver is the authority on the bus. Bus drivers are authorized to assign seats. **Failure to comply with bus rules and directions of drivers may result in a loss of bus privileges.** Cases of misconduct by students while on the bus or at school bus stops that cannot be corrected by the bus driver shall be referred for disciplinary action immediately to an administrator of the school the child attends.

Disciplinary action may include any of the corrective actions in the Code of Conduct as well as temporary loss of bus-riding privileges. Although a student has his/her bus privilege suspended, he/she is still required to attend school. Additional bus referrals may result in additional suspension of bus-riding privileges and could result in denial of such privileges for the remainder of the school year. In such cases, parents and students will be responsible for working out alternative transportation.

## **STUDENT LANGUAGE**

All students have the right to come to school and learn in an environment free from inappropriate language. Students heard by adults using inappropriate language will be referred to the administration for consequences.

## **ALCOHOL AND OTHER DRUGS**

The Student Code of Conduct addresses student involvement with alcohol and other drugs while in or on school property or while engaged in or attending any school-sponsored activity/function. This policy applies to imitation controlled substances, drug paraphernalia, or any substance that is represented by or to the student, or which the student believes to be any of the prohibited substances. Under state law, students who violate this policy are subject to severe disciplinary

action. In addition, referral may be made to law enforcement officials. (See complete Alcohol and Other Drugs Policy in the Code of Conduct.)

Students who purchase alcohol, drugs, or imitation controlled substances will be suspended for ten (10) days and may be recommended for long-term suspension or expulsion (division policy, 7-3.1)

### **TOBACCO PRODUCTS**

State law makes it illegal for those under 18 years of age to purchase, possess, or use tobacco products. Students shall not possess, use, and/or distribute tobacco and/or tobacco products on school property, on school buses, or during activities on or off school property. This includes but may not be limited to any product intentionally inhaled in order to elicit an intoxicating effect such as smokeless tobacco, electronic cigarettes, inhalant products such as vapor cigarettes, liquid tobacco, or hookah pipes

Failure to comply with the above violates both the Student Code of Conduct, as well as the law, and will result in disciplinary action under the Alcohol and Other Drugs policy.

### **WEAPONS POLICY**

Possession and/or use of weapons while in or on school property or while engaged in or attending any school-sponsored activity/function violates the law and the Student Code of Conduct. Students who violate this policy are subject to severe disciplinary action. In addition, referral may be made to law enforcement officials. Any weapon possessed in violation of this policy will be confiscated and may be forfeited to the Commonwealth. (See complete Weapons Policy in the Code of Conduct.)

Look-alike weapons--any devices or articles that by appearance or representation might lead a reasonable person to believe that they are weapons capable of inflicting bodily harm and/or intimidating other persons--will result in disciplinary action under the Weapons Policy. Look-alike weapons are not to be confused with obvious toys or trinkets that are not representative of weapons and/or not used in an intimidating or threatening manner.

### **DISCIPLINARY ACTION**

It is the expectation of the School Board that all students have the right to an environment that is safe, drug-free, and conducive to learning. The BMS administrative team supports the position that all students should enjoy school and be free to learn in a safe and orderly environment. The staff is committed to maintaining an environment in which students are not subjected to harassment, ridicule, threats, or intimidation. Any behavior that disrupts the learning environment is not tolerated.

Discipline is an integral part of the teaching/learning process. The goal of school discipline is to teach middle school students how to behave appropriately and act responsibly as part of the school community. The faculty and administration work cooperatively to establish and communicate clear, positive expectations and endeavor to be respectful, fair, and consistent with all students.

Teachers are responsible for establishing clear rules and expectations for classroom conduct as well as addressing student misbehavior. Teachers continually monitor classroom conduct and work with students to minimize disruptions. When a student is unresponsive to correction, redirection, or other intervention strategies attempted by the classroom teacher, he/she will be referred to the appropriate administrator for disciplinary action. The administrator will address incidents referred to the office, notify the student(s) of the accusations made against him/her, give the student(s) an opportunity to explain the circumstances of the alleged misconduct from his/her perspective, and make a decision based upon the evidence.

Typically, the administration deals with misconduct that is more serious in nature or misconduct that occurs in common areas such as the halls, cafeteria, or bus areas. Appropriate corrective and disciplinary action for students who violate any of the provisions of the Code of Conduct is determined by a member of the administrative team based on the individual circumstances involved in each case. Consequences for misconduct may include the following: lunch detention, In-School Supervision (ISS), ISS placement at Montgomery Central, Out-of-School Suspension (OSS), or other actions deemed appropriate by the teacher and/or administration. (See Code of Conduct for other available corrective measures.)

Parents/Guardians are notified of any assignment to ISS or OSS by letter and/or phone conversation. If a student's behavior necessitates sending him/her home during the school day, an administrator will call the parent/guardian to make the necessary arrangements. In most cases, written notification of disciplinary action is sent home to the parents/guardians by way of the student. Parents/guardians are asked to sign the notification letter and have their child return it to the main office on the following day of school.

Failure to serve detention will result in additional consequences being imposed (extra day of detention, ISS, etc.) at the discretion of the appropriate administrator.

Students who serve ISS will come to school and be counted present. However, they will be kept apart from regular classes and will have specific rules to follow. The ISS Coordinator will provide supervision at all times and regular classroom work will be assigned. Completion of all work will be expected or additional time in ISS will be assigned to complete unfinished work. Failure to follow ISS rules may result in OSS. If OSS interrupts ISS, the student may be required to complete the ISS upon returning to school.

Students will not be allowed on school grounds during OSS. Absences from class and from school due to OSS will contribute to the total absences allowed by the division attendance policy. However, make-up work will be provided during this time upon the request of the student and/or parent/guardian. All other guidelines regarding make-up work will also apply (division policy, 7-3.2).

Students serving ISS or OSS are not allowed to participate in school-related athletics or any other extracurricular activity.

Any disciplinary action may be appealed. However, corrective action will not be delayed while an appeal is pending.

## **STUDENT SUSPENSION/EXPULSION (POLICY 7-3.2)**

Suspension or expulsion should be used as a last resort after using alternatives to suspension in accordance with a leveled administrative response to student behavior matrix.

Both, may be used as disciplinary measures when the designated school authorities determine that suspension or expulsion, or both, meet School Board policy or:

- a. Is an appropriate disciplinary sanction for a violation of a student code of conduct.
- b. Is appropriate to prevent disruption of the school's programs or activities.
- c. Is appropriate to ensure the safety and welfare of the student, other students, and/or staff.
- d. Is appropriate to maintain a safe, drug-free, healthy school environment that is conducive to learning.
- e. Is appropriate when School Board policy has been violated.

The School Board will establish:

1. grounds for suspension and expulsion that meet the needs of the school division and align with guidance provided in the Virginia Board of Education Alternatives to Suspension: Guidelines for Reduction of Exclusionary Practices in Schools; and
2. standards for reducing bias and harassment in the enforcement of the Code of Student Conduct to ensure the equitable application of school discipline policies, practices, and procedures.

Except when the school division when the division superintendent has received a report about from law enforcement of an adjudication of delinquency or a conviction for an offense listed in subsection G of §16.1-260 of an enrolled student, or as provided in § 22.1-277.07 or 22.1-277.08, no student in preschool through grade three shall be suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

Students who are suspended or expelled will be able to access and complete graded work during and after suspension.

### **Short-term Suspension: Ten (10) Days or Less**

Short-term suspension is “any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days.”

#### Procedures

The principal, or assistant principal, may suspend a pupil for ten school days or less with the following procedures:

- a. The student shall be apprised of the nature and facts of the alleged misconduct orally or in writing.

b. The student shall be given an opportunity to explain the circumstances of the alleged misconduct from their perspective.

c. The student shall be informed of the conditions of the suspension, such as required parental conference prior to return, prohibition from coming on school property and/or to scheduled school activities, etc.

d. The parent shall be given an opportunity to consult with the principal or assistant principal about the circumstances of the alleged misconduct.

e. The principal or assistant principal shall generate a letter of suspension stating the condition of the suspension and the date that the student may return to school. Copies of the letter of suspension shall be given to the student, if possible, and mailed to the student's parent, guardian or person having control or charge of the student and to the division superintendent or his/her designee. The letter of suspension sent to the parent or guardian shall include:

- (1) The duration of suspension.
- (2) Information about the availability of community-based, alternative or other educational options.
- (3) The student's right to return to school after the suspension period.

e. The division superintendent or their designee, acting as the disciplinary hearing officer, shall review the action taken if anyone asks in writing for a review. However, if the disciplinary action to be appealed was imposed by an assistant principal, the first level of appeal is the building principal.

f. The assigned disciplinary sanction will remain in effect during the appeals process.

g. The parent shall be notified that the decision of the division superintendent or their designee, acting as the disciplinary hearing officer, is the final decision of the School Board, and that no further appeal or hearing of the School Board is available.

### Emergency Suspension

Any student whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be summarily removed from school immediately and the notice, explanation of facts, and opportunity to present his or her version required above under suspension for ten days or less shall be given as soon as practicable thereafter.

### **Long-term Suspension: Excess of Ten (10) Days**

Long-term suspension is "any disciplinary action whereby a student is not permitted to attend school for 11-45 days except in instances where the provisions of 22.1-277.05C are met.

### Procedures

The principal may recommend that a student be suspended for 11-45 school days and shall immediately suspend the student, following the procedures for a 10-day suspension above, including an initial hearing before the division superintendent or their designee, acting as the disciplinary hearing officer, pending further review. If the division superintendent or disciplinary

hearing officer upholds the recommendation, the School Board may suspend students from school for 11 to 45 school days in accordance with the following procedures:

a. The pupil and his parent(s), guardian, or person having control or charge of the student shall be provided written notice from the division superintendent or disciplinary hearing officer of the proposed action, the reasons for the proposed action and the right to a hearing before the School Board. The parental notice shall include:

(1) The duration of suspension.

(2) Information concerning the availability of community-based or alternative educational programs and intervention programs.

(3) A statement that the student is eligible to return to school upon the expiration of the suspension or to attend an appropriate alternative educational program approved by the School Board during or after the suspension.

(4) A statement that, in any case in which the division superintendent or disciplinary hearing officer has recommended a long-term suspension, the student and his parent(s), guardian, or person having control or charge of the student may appear before the School Board after having been given notice of the date, time and place of the hearing.

b. After the School Board hearing on the division superintendent's or disciplinary hearing officer's recommendation for long-term suspension, the student's parent(s) or guardian shall be provided with written notice of the School Board's decision and any change in:

(1) The duration of the suspension.

(2) The availability of community-based educational, training, and intervention programs.

(3) Eligibility to return to school or attend an alternative education program.

The division superintendent or disciplinary hearing officer are authorized to extend a principal's 10-day suspension until the next regularly scheduled School Board meeting.

A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in § 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) the school board or division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

## **Expulsions**

Section 22.1-277.06. of the Code of Virginia defines expulsion as "any disciplinary action imposed by a school board or a committee thereof, as provided in school board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion."

## Procedures

The principal may recommend to the division superintendent or disciplinary hearing officer that a student be expelled and shall immediately suspend the student, following the procedures for a 10-day suspension above, including an initial hearing before the division superintendent or their designee acting as the disciplinary hearing officer, pending further review. If the division superintendent or disciplinary hearing officer upholds the recommendation the division superintendent shall notify the student and his parent(s), guardian, or other person having control or charge of that student in writing of the following:

- a. The proposed action and the reasons therefor.
- b. The right of the student and his parent(s) or guardian to a hearing before the School Board.
- c. The right to inspect the student's school records.
- d. The proposed terms or conditions of re-admission, if any.
- e. The proposed duration of expulsion.
- f. A statement declaring whether, under the proposed sanction, the student would be eligible to return to school or attend an appropriate alternative education program approved by the School Board or an adult education program offered by the division during or after the expulsion. If neither option applies, a statement that the student may petition the School Board for re-admission. The statement should indicate when the School Board will consider a petition for re-admission, which will be no later than one calendar year from the date of the student's expulsion.
- g. The availability of community-based educational, training and intervention programs.

The division superintendent and disciplinary hearing officer are authorized to extend a principal's 10-day suspension until the next regularly scheduled School Board meeting.

In considering a recommendation for expulsion for actions other than weapon and drug offenses the School Board should take the following factors into consideration:

- a. the nature and seriousness of the violation;
- b. the degree of danger to the school community;
- c. the student's disciplinary history, including the seriousness and number of previous infractions;
- d. the appropriateness and availability of an alternative education placement or program;

- e. any information detailed in a threat assessment;
- f. the student's age and grade level;
- g. the results of any mental health, substance abuse, or special education assessments;
- h. the student's attendance and academic record; and
- i. such other matters as deemed appropriate.

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

This provision does not preclude a School Board from considering any of these factors as "special circumstances" for purposes of weapon and drug expulsion requirements.

Following the final decision of the School Board, the division superintendent shall provide written notice to the student's parent(s) or guardian that shall include the following:

- a. The terms or conditions of re-admission, if any.
- b. The duration of expulsion.
- c. A statement declaring whether the student is eligible to return to school or attend an appropriate alternative education program approved by the School Board or an adult education program offered by the division during or after the expulsion. If neither option applies, a statement that the student may petition the School Board for re-admission after one calendar year from the date of his expulsion.
- d. The availability of community-based educational, training and intervention programs.

#### Procedure for School Board Hearing

The procedure for the School Board hearing shall be as follows:

- a. The School Board shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the School Board.
- b. The School Board may ask for opening statements from the principal or their representative and the student or their parent(s) (or their representative) and, at the discretion of the School Board, may allow closing statements.
- c. The parties shall then present their evidence. Witnesses may be questioned by the School Board members and by the parties (or their representative).

- d. The parties shall produce such additional evidence as the School Board may deem necessary. The School Board shall be the judge of the relevancy and materiality of the evidence.
- e. Exhibits offered by the parties may be received in evidence by the School Board and, when so received, shall be marked and made part of the record.
- f. The School Board may, by majority vote, uphold, reject or alter the recommendations.

The School Board shall establish, by regulation, a schedule pursuant to which students may apply and reapply for readmission to school. Such schedule shall be designed to ensure that any initial petition for readmission will be reviewed by the School Board or the division superintendent and, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the division superintendent denies such petition, the student may petition the School Board for review of such denial.

### **Disciplining Students with Disabilities**

A child with a disability shall be entitled to the same due process rights that all children are entitled to under the *Code of Virginia* and the local educational agency's disciplinary policies and procedures. (*The Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, 2010)

In the event that the child's behavior impedes the child's learning or that of others, the IEP Team shall consider the use of positive behavioral interventions, strategies, and supports to address the behavior. The IEP Team shall consider either:

- a. Developing goals and services specific to the child's behavioral needs; or
- b. Conducting a functional behavioral assessment and determining the need for a behavioral intervention plan to address the child's behavioral needs.

School personnel may consider any unique circumstances on a case-by-case basis when deciding whether or not to order a change in placement for a child with a disability that violates a code of student conduct.

- a. In reviewing the disciplinary incident, school personnel may review the child's IEP and any behavioral intervention plan, or consult with the child's teacher(s) to provide further guidance in considering any unique circumstances related to the incident.
- b. School personnel may convene an IEP Team for this purpose.

### **Short-term removals.**

- 1. A short-term removal is for a period of time of up to ten consecutive school days or ten cumulative school days in a school year. (34 CFR 300.530(b))
  - a. School personnel may short-term remove a child with a disability from the child's

current educational setting to an appropriate interim alternative educational setting, another setting, or suspension, to the extent those alternatives are applied to a child without disabilities.

b. Additional short-term removals may apply to a child with a disability in a school year for separate incidents of misconduct as long as the removals do not constitute a pattern. If the short-term removals constitute a pattern, the requirements of subsection C of this section apply.

(1) The local educational agency determines when isolated, short-term removals for unrelated instances of misconduct are considered a pattern.

(2) These removals only constitute a change in placement if the local educational agency determines there is a pattern.

## **2. Services during short-term removals.**

a. The local educational agency is not required to provide services during the first ten school days in a school year that a child with a disability is short-term removed if services are not provided to a child without a disability who has been similarly removed. (34 CFR 300.530(b) (2))

b. For additional short-term removals, which do not constitute a pattern, the local educational agency shall provide services to the extent determined necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals of the student's IEP. School personnel, in consultation with the student's special education teacher, make the service determinations. (34 CFR 300.530(b) (2))

c. For additional short-term removals that do not constitute a pattern, the local educational agency shall ensure that children with disabilities are included in the Virginia Department of Education and division wide assessment programs in accordance with the provisions of subdivision 4 of  
8VAC20-81-20. (20 USC § 1412(a) (16) (A))

## **Long-term removals**

1. A long-term removal is for more than ten consecutive school days (34 CFR 300.530; 34 CFR 300.536); or

2. The child has received a series of short-term removals that constitutes a pattern:

a. Because the removals cumulate to more than ten school days in a school year;

b. Because the child's behavior is substantially similar to the child's behavior in previous incidents that results in a series of removals; and

- c. Because of such additional factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
3. The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change in placement. This determination is subject to review through due process and judicial proceedings. (34CFR 300.530(a) and (b) and 34 CFR 300.536)
4. On the date on which the decision is made to long-term remove the student because of a violation of a code of student conduct, the local educational agency shall notify the parent(s) of the decision and provide the parent(s) with the procedural safeguards. (34 CFR 300.530(h))
5. **Special circumstances.** (34 CFR 300.530(g))
  - a. School personnel may remove a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if:
    - (1) The child carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of a local educational agency or the Virginia Department of Education; or
    - (2) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of a local educational agency or the Virginia Department of Education; or
    - (3) The child inflicts serious bodily injury upon another person at school, on school premises, or at a school function under the jurisdiction of a local educational agency or the Virginia Department of Education.
  - b. For purposes of this part, "weapon," "controlled substance," and "serious bodily injury" have the meaning given the terms under 8VAC20-81-10.

**Services during long-term removals.**

- a. A child with a disability who is long-term removed receives services during the disciplinary removal so as to enable the student to: (34 CFR 300.530(d))
  - (1) Continue to receive educational services so as to enable the student to continue to participate in the general educational curriculum, although in another

setting;

(2) Continue to receive those services and modifications including those described in the child's current IEP that will enable the child to progress toward meeting the IEP goals; and

(3) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

b. For long-term removals, the local educational agency shall ensure that children with disabilities are included in the Virginia Department of Education and division wide assessment programs in accordance with the provisions of sub-division 4 of 8VAC20-81-20. (20 USC § 1412(a) (16) (A)

c. The IEP Team determines the services needed for the child with a disability who has been long-term removed. (34CFR 300.530(d) (5) and

34 CFR 300.531)

**Manifestation determination.** (34 CFR 300.530(c), (e), (f), and (g))

1. Manifestation determination is required if the local educational agency is contemplating a removal that constitutes a change in placement for a child with a disability who has violated a code of student conduct of the local educational agency that applies to all students.

2. The local educational agency, the parent(s), and relevant members of the child's IEP Team, as determined by the parent and the local educational agency, constitute the IEP Team that shall convene immediately, if possible, but not later than ten school days after the date on which the decision to take the action is made.

3. The IEP Team shall review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent(s).

4. The IEP Team then shall determine the conduct to be a manifestation of the child's disability:

(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(2) If the conduct in question was the direct result of the local educational agency's failure to implement the child's IEP.

5. If the IEP Team determines that the local educational agency failed to implement the

child's IEP, the local educational agency shall take immediate steps to remedy those deficiencies.

If the IEP Team determines that the child's behavior was a manifestation of the child's disability:

a. The IEP Team shall return the child to the placement from which the child was removed unless the parent and the local educational agency agree to a change in placement as part of the modification of the behavioral intervention plan. The exception to this provision is when the child has been removed for not more than 45 school days to an interim alternative educational setting for matters described in subdivision C. 5. a. of this section. In that case, school personnel may keep the student in the interim alternative educational setting until the expiration of the 45-day period.

(1) Conduct a functional behavioral assessment, unless the local educational agency had conducted this assessment before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan for the child.

(a) A functional behavioral assessment may include a review of existing data or new testing data or evaluation as determined by the IEP Team.

(b) If the IEP Team determines that the functional behavioral assessment will include obtaining new testing data or evaluation, then the parent is entitled to an independent educational evaluation in accordance with 8VAC20-81-170 B if the parent disagrees with the evaluation or a component of the evaluation obtained by the local educational agency; or

(2) If a behavioral intervention plan has already been developed, review this plan, and modify it, as necessary, to address the behavior.

7. If the IEP Team determines that the child's behavior was not a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except that services shall be provided in accordance with subdivision C. 6. a. of this section.

**Appeal.** (34 CFR 300.532(a) and (c))

1. If the child's parent(s) disagrees with the determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement under these disciplinary procedures, the parent(s) may request an expedited due process hearing.

2. A local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request an expedited due process hearing.

3. The local educational agency is responsible for arranging the expedited due process in accordance with the Virginia Department of Education's hearing procedures at 8VAC20-81-210.

a. The hearing shall occur within 20 school days of the date the request for the hearing is filed.

e. The special education hearing officer shall make a determination within ten school days after the hearing.

c. Unless the parent(s) and the local educational agency agree in writing to waive the resolution meeting, or agree to use the mediation process,

(1) A resolution meeting shall occur within seven calendar days of receiving the request for a hearing.

(2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the request for a hearing.

d. The decisions on expedited due process hearings are appealable consistent with 8VAC20-81-210.

**Authority of the special education hearing officer.** (34 CFR 300.532(a) and (b))

1. A local educational agency may request an expedited due process hearing under the Virginia Department of Education's due process hearing procedures to effect a change in placement of a child with a disability for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the local educational agency believes that the child's behavior is substantially likely to result in injury to self or others.

2. The special education hearing officer under 8VAC20-81-210 may:

a. Return the child with a disability to the placement from which the child was removed if the special education hearing officer determines that the removal was a violation of subsections C and D of this section, or that the child's behavior was a manifestation of the child's disability; or

- b. Order a change in the placement to an appropriate interim alternative educational setting for not more than 45 school days if the special education hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the student or others.
3. A local educational agency may ask the special education hearing officer for an extension of 45 school days for the interim alternative educational setting of a child with a disability when school personnel believe that the child's return to the regular placement would result in injury to the student or others.

**Placement during appeals. (34 CFR 300.533)**

1. The child shall remain in the interim alternative educational setting pending the decision of the special education hearing officer, or
2. Until the expiration of the time for the disciplinary period set forth in this section, whichever comes first, unless the parent and the local educational agency agree otherwise.

**Protection for children not yet eligible for special education and related services. (34 CFR 300.534)**

1. A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct of the local educational agency may assert any of the protections provided in this chapter if the local educational agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
2. A local educational agency shall be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:
  - a. The parent(s) of the child expressed concern in writing (or orally if the parent(s) does not know how to write or has a disability that prevents a written statement) to school personnel that the child is in need of special education and related services;
  - b. The parent(s) of the child requested an evaluation of the child to be determined eligible for special education and related services; or
  - c. A teacher of the child or school personnel expressed concern about a pattern of behavior demonstrated by the child directly to the director of special education of the local educational agency or to other supervisory personnel of the local educational agency.

3. A local educational agency would not be deemed to have knowledge that a child is a child with a disability if:
  - a. The parent of the child has not allowed a previous evaluation of the child or has refused services; or
  - b. The child has been evaluated in accordance with 8VAC20-81-70 and 8VAC20-81-80 and determined ineligible for special education and related services.
4. If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures applied to a child without a disability who engages in comparable behaviors.
5. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this section, the evaluation shall be conducted in an expedited manner.
  - a. Until the evaluation is completed, the child remains in the educational placement determined by the school personnel, which can include suspension or expulsion without educational services.
  - b. If the child is determined to be a child with a disability, taking into consideration information from the evaluations conducted by the local educational agency and information provided by the parent(s), the local educational agency shall provide special education and related services as required for a child with a disability who is disciplined.

**Referral to and action by law enforcement and judicial authorities. (34 CFR 300.535)**

1. Nothing in this chapter prohibits a local educational agency from reporting a crime by a child with a disability to appropriate authorities, or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability to the extent such action applies to a student without a disability.
2. In reporting the crime, the local educational agency shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom school personnel report the crime. Transmission of such records shall be in accordance with requirements under the Management of the Student's Scholastic Record in the Public Schools of Virginia (8VAC20-150).

**Information on disciplinary actions. (34 CFR 300.229)**

1. The Virginia Department of Education requires that local educational agencies include in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child.
2. Local educational agencies are responsible for transmitting the statement to the Virginia Department of Education upon request to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled students.
3. The statement may include:
  - a. A description of any behavior engaged in by the child who required disciplinary action;
  - b. A description of the disciplinary action; and
  - c. Any other information that is relevant to the safety of the child and other individuals involved with the child.
5. If the child transfers from one school to another, the transmission of any of the child's records shall include the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

**Disciplining Students Who are Eligible Solely under Section 504**

Students who are identified as disabled solely under Section 504 of the Rehabilitation Act are subject to the same procedures for discipline as set forth above for students who are eligible for special education, only to the extent authorized by applicable law (Reference may be made to Link: Regulations Governing Special Education Programs for Children with Disabilities (2010). When a determination is made that the student's misconduct is not a manifestation of the student's disability and the student is suspended or expelled, the school division is not required to provide a free appropriate education during the term of the suspension or expulsion. However, a qualified student under Section 504 of the Rehabilitation Act currently engaged in the illegal use of drugs or alcohol, may be removed from their educational placement for a drug or alcohol offense to the same extent that such disciplinary action is taken against nondisabled students. No Section 504 evaluation, manifestation determination procedure, or due process hearing shall be conducted. Educational services will be provided only to the same extent as they are to nondisabled students following such disciplinary action.

**LEGAL REFERENCES:** Individuals with Disabilities Education Act, as amended; Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Code of Virginia, 1950, as amended, Sections 22.1-276.01 through 22.1-279.1, (Senate Bill 829, Virginia § 22.1-16.6), House Bill 415 amends and reenacts § 22.1-277.04 and § 22.1-277.05 of the Code of Virginia.

# **GENERAL INFORMATION**

## **LIBRARY/MEDIA CENTER**

The BMS library/media center contains a variety of print and non-print resources available to students. One of the major responsibilities of the library/media center is to assist students in becoming information-literate and technologically proficient.

While students may browse and self-select books and other printed materials for pleasure reading or research, classes often visit the library/media center as part of some research effort or other assignment. Assistance is available to students in locating information using electronic and traditional means. Computer and digital resources are available for student use in preparing multimedia presentations of their work. Internet access is available for student use under certain conditions (division policy, 6-3.13).

In addition to being used throughout the school day, the library/media center is open before and after school for students to use with teacher permission.

## **CAFETERIA AND FOOD SERVICES**

Nutrition is an integral part of the school division's wellness policy. Consequently, our cafeteria promotes good health by offering well-planned and nutritionally balanced meals at reasonable prices. Students are encouraged to participate in the school nutrition program, which serves breakfast and lunch.

Information regarding free or reduced breakfast/lunch is provided to all students in the beginning of the school year and is available in the main office throughout the school year.

Students may substitute a chef salad for the lunch entree and/or purchase a la carte items to supplement their regular lunch. Snack items are available for purchase in the cafeteria during all three lunch periods.

## **LUNCH ACCOUNTS**

Each student will use his/her assigned PIN to access his/her cafeteria account. Parents may pre-pay any amount for lunches, which the students will access using their PIN. Parents may also dedicate a particular amount for a la carte items. Students may not "charge" a lunch with the promise of reimbursing the cafeteria the next day. Students also will not be permitted to exchange any unused portion of their account for cash. Checks should be made payable to Blacksburg Middle School.

The School Nutrition Programs Office uses mySchoolBucks as its on-line payment vendor. The web address for parents to use to set up an account for their students is

[www.myschoolbucks.com](http://www.myschoolbucks.com). For assistance, please call mySchoolBucks online support at 855-832-5226.

### **STUDENT FEES**

There are no textbook rental or library/media center fees. However, students are responsible for lost or damaged books, and any assessed fines or replacement costs must be paid before the end of the school year. These obligations must be taken care of before a class schedule for the following school year can be mailed home in the summer.

Yearbook cost is \$15.00 when purchased during orientation at the beginning of the school year. Yearbooks purchased at a later date cost \$18.00.

### **RETURNED CHECK FEE**

Montgomery County Public Schools uses an outside vendor to process returned checks submitted to our schools. This includes all checks written to the school for any fees/payments. In the event of a returned check, all communication about the check will come directly from the outside vendor, not from the school. The vendor will contact the writer of a returned check by mail and by telephone in order to make arrangements to pay before an attempt is made to collect the check electronically. Each returned check is subject to the applicable state returned check fees.

### **SCHOOL SUPPLIES**

All students are expected to bring textbooks, Chromebook, paper, pen, pencil, or any other appropriate materials to class daily. A general supply list for each grade level will be available at local retailers at the beginning of the summer. These supply lists will be mailed home to students with their class schedules in August. Additional materials may be required in exploratory or elective courses.

### **ASSIGNMENT BOOKS**

Students can purchase their own planner outside of school or choose to use an electronic planner, such as Google Calendar. Assignment books and calendars can help students organize their daily responsibilities as well as plan for long-range projects. Parents/Guardians and teachers may use these tools as a way to communicate with each other and help students be more accountable.

### **LOCKERS/PERSONAL PROPERTY**

Individual lockers in the hall and gym are made available to all BMS students. Hall lockers are assigned to students the first day of school and are designed to hold backpacks, books, school supplies, and limited personal items. Students are responsible for the security of their own belongings and valuables. During PE, students should secure all personal belongings other than clothing in their hall lockers. Gym lockers are not large enough to accommodate large items (i.e. backpacks, large coats); these items should not be left unsecured in the locker room.

Students must safeguard their own belongings by locking their lockers and keeping their combinations secret. Anyone who forgets his/her combination should see his/her Bruin teacher. The sharing of lockers is prohibited, as students are responsible for the contents of the lockers to which they have been assigned.

Students are discouraged from bringing large sums of money or any items of value to school. Although BMS cannot assume responsibility for any lost, stolen, or damaged items, such incidents reported to an administrator will be investigated.

Lockers are school property and remain at all times under the control of the school. They are not to be defaced by markers, stickers, tape, etc. or subjected to the use of excessive force. Students will be held financially responsible for repairs needed to their locker as the result of intentional damage or negligence. School authorities also reserve the right to search lockers when deemed necessary. Moreover, they also reserve the right to search bookbags, and other personal property when there is reasonable suspicion that property will be found that violates school policies and regulations, or may be harmful to the school or students. Students may be required to empty their pockets as well. School authorities may seize any illegal, unauthorized, or contraband materials discovered in a search.

Students may access their lockers during class changes according to the guidelines issued by each academic team.

Team lockers, located in the PE locker rooms, will be available by season to students who are on BMS sports teams.

#### **LOST & FOUND**

Students should turn in any items found to a staff member. Students who lose items should check the lost and found (in their team area) several times. Due to limited space, students should claim items as quickly as possible. The school is not responsible for unclaimed items. Unclaimed items will be donated to charity on a monthly basis.

#### **CHANGE OF PLAN MESSAGES**

Office telephones are reserved for office business. Students who are ill, injured, or have an emergency should report to the main office for assistance in calling a parent/guardian.

Because students are not permitted to use cell phones during the school day, parents/guardians who need to contact their children during the school day should call the main office (951-5800). Administrators verify the origin of messages left for our students. Please make every effort to finalize after school plans prior to the beginning of the school day. *If after school plans must be changed due to an emergency situation, please contact the main office by 12:00 p.m.* Change of plan calls received after 12:00 p.m. may not allow ample time for verification and delivery of the message to your child. Only in emergency situations will students be called out of class to speak on the telephone.

#### **ACCIDENTS & SAFETY**

The office is equipped to handle only routine treatment of minor injuries (i.e. Band-Aids, etc.). Contact with a parent/guardian will be attempted for injuries or emergencies of a more serious nature. It is important that a reliable daytime telephone number at which a parent/guardian may be contacted, and the name and telephone number of an emergency contact person, be on file and kept current for every student. It is the responsibility of the parent/guardian to update this and pertinent medical information as needed.

## **SCHOOL INSURANCE**

All BMS students will be given the opportunity to purchase school insurance. Various levels of coverage are available at exceptionally reasonable rates. Forms will be sent home the first day of school, and insurance may be purchased within the first three (3) weeks of the school year.

## **SCHOOL NURSE**

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

## **MEDICATIONS**

Administration of medications will be permitted on school property only when medically necessary and under the direct supervision of appropriate staff members. We attempt to discourage the administration of medication during school hours and whenever possible, request doses of medication be scheduled other than school hours. The first dose of any newly prescribed medication should always be given at home. For the safety of the students, the following procedures must be followed:

- If prescription medications are to be given at school, the Montgomery County Medication Permission form must be provided and signed by the doctor/licensed prescriber, and the parent/guardian. It must specify the name of the medication, dosage and time to be given. A separate medication permission form must be completed for each medication. Please note: Prescription bottles do not take the place of a medication form signed by a physician.
- If non-prescription medications are to be given at school, the medication permission form must be completed and signed by the parent or guardian, indicating the name, dosage and time to be given. Non-prescription medications can be administered for no longer than three consecutive days, after which time a written order from a physician/other licensed prescriber is required.
- All medication is to be brought to school by the parent or guardian in the original, properly labeled container. The information on the container must match the information on the medication permission form. If the parent is unable to deliver the medication to the school, he or she must call the school to report that the medication is being delivered by the student. All medication must be accompanied by a medication permission form.
- Self-administration of any medication, prescription or non-prescription, is prohibited for students in grades kindergarten through eight with one exception. Medications needed in a medical emergency such as inhalers, epi-pens, or glucose tablets may be kept in the possession of a student and self-administered only with a written statement from a physician/licensed prescriber.
- Sharing, borrowing or distributing any medication is prohibited and may result in a recommendation of expulsion.

Medication permission forms are available in the school office and most local doctors' offices. They can also be downloaded from the MCPS website.

## **STUDENT ASSEMBLIES**

Throughout the school year, assemblies may be scheduled to bring educational, interesting, and informative programs to the student body. For any assembly, students will enter the auditorium quickly and quietly and will be seated with their Bruin teacher.

Assemblies may be held for only a certain grade level, team, or class, or may involve the entire student body. The music or drama classes, outside groups, or special guests, may present programs. Being a positive, polite, and supportive audience reflects the spirit and hospitality of BMS.

## **FIELD TRIPS**

Field trips within the community and to other sites provide opportunities to extend learning beyond the classroom. Through field trips, students are often able to experience things to which they otherwise might never be exposed.

Teachers are encouraged to schedule field trips for their classes that are both educational and enjoyable. Entire grade levels, teams, and individual teachers may plan trips related to classroom study.

Every effort will be made to meet the special needs of any students with physical or other limitations.

All students are expected to behave appropriately while representing our school and community. As with any school-sponsored event, the Montgomery County Code of Conduct, as well as all school rules and regulations, apply to field trips. Violation of any of the standards of the Student Code of Conduct, violation of school rules or any rules specific to field trips, or any other unacceptable behavior that reflects negatively toward BMS or toward another BMS student participating in the trip will result in disciplinary action. Upon return to BMS, any problems encountered during the trip will be reported to the appropriate administrator. Students who severely misbehave may be removed from the field trip and/or suspended from future BMS field trips.

A permission slip signed by a parent/guardian will be required in order for any student to participate in the planned activities of any field trip.

## **VISITORS**

Students are not allowed to bring visitors to the school or have them visit during school hours. Only parents/guardians and individuals with official school business are allowed to contact a student at school. All visitors must report to the main office before proceeding to any other intended destination in the school.

# HEALTH AND WELLNESS

## HEALTH & PHYSICAL EDUCATION

All BMS sixth and seventh grade students will have Health/PE as part of their class schedule. Dressing-out and active participation are essential for physical development and success in the physical education program. If a student is unable to participate in PE because of illness or injury, a note from his/her parent/guardian is required each day to excuse the student for up to three (3) days. A note from a physician is required if more than three (3) days will be missed.

Students are required to wear some type of athletic shorts or sweatpants, a t-shirt, athletic socks, and athletic shoes while participating in PE activities. Students are not required to purchase or wear a specific school PE uniform. Shorts must not be cut-offs and they must not have any buttons, zippers, etc. All clothing worn during PE activities must be in compliance with the current school dress code. Specific guidelines regarding other restrictions and expectations in HPE will be distributed to students in writing by their HPE teachers during the first week of school.

Portable “pop-up” changing rooms are available in the girls’ and boys’ locker rooms for use by anyone who would like more privacy while changing.

PE clothing and shoes are to be kept in a locked gym locker while at school and should be taken home to be laundered regularly.

Health Education is part of the PE curriculum and will be taught by the PE staff. PE classes alternate when they meet in classrooms for health instruction. Family Life is taught as part of the Health curriculum. Further information and a copy of the Family Life curriculum are available in the main office and the BMS library/media center.

## INTERSCHOLASTIC ATHLETICS

BMS has interscholastic athletic programs in cross-country, football, golf, basketball, volleyball, wrestling, cheerleading, swimming, track, baseball, softball, and soccer. Participation in these sports is open to all students. Information on how to become a member of these school teams is announced in advance of scheduled tryouts. The coaches select team members based on ability and interest. A current VHSL physical (after the May 1 prior to school year in which student would participate) is required for participation in interscholastic sports and cheerleading. In order to participate in athletic programs, students must meet the expectations of a Student in Good Standing.

Students are encouraged to take advantage of other sports opportunities available for children of all ages through Blacksburg or Montgomery County Parks and Recreation.

## SPORTS EVENTS

Students and their families are encouraged to show their school spirit and support of student athletes by attending BMS sports events. Admission cost for all sports events is \$5.00.

Spectators are expected to demonstrate good sportsmanship and behavior that positively reflect on our school and community. Students are reminded that the Code of Conduct applies to all school-sponsored activities and that inappropriate behavior may result in disciplinary action, including removal from the sports event and school grounds.

Students who plan to attend athletic and other school-sponsored events that do not begin immediately after school must leave the building and grounds and return closer to the event's start time unless they have pre-arranged to be supervised by a staff member.

Students who leave the gym or stadium without permission before an event is over will not be permitted to re-enter. Parents or Guardians should pre-arrange transportation for their child to get home after the game.

## EXTRACURRICULAR ACTIVITIES AND CLUBS

Clubs offered at BMS are based on student interest and available resources. Clubs may be formed throughout the school year with the approval of administration and with qualified adult supervision.

## BMS Extracurricular Activities

**Information about Clubs will go home before the end of August. There is a Club Information Fair the evening of Curriculum Night on September 5 at 5:30 p.m.**

## ATHLETICS

### Fall

Practice generally starts first week of August.

- Football
- Volleyball
- Cross-Country
- Cheerleading
- Golf
- Swim & Dive

### Winter

Practice generally starts in mid-October.

- Boys Basketball
- Girls Basketball
- Cheerleading
- Wrestling

### Spring

Practice generally starts the middle to end of February.

- Track & Field
- Baseball
- Softball
- Boys Soccer
- Girls Soccer

All athletic participants must have a VHSL physical on file at the school before tryouts.  
Forms are available in the main office and online at  
<http://www.mcps.org/Athletics/Athletics-ParentResources.html>

# SCHOOL SAFETY

## INVOLVEMENT OF LAW ENFORCEMENT

The BMS faculty and staff work cooperatively with local law enforcement to maintain a school environment in which our children are safe. Throughout the school year, several community police officers visit our school in an effort to foster positive interactions between young adolescents and local law enforcement officials.

The School Resource Officer is part of our school team. He/she will be in our school daily and is available to advise, teach, and mentor students as well as staff. The School Resource Officer acts as a liaison between the community police department and our school.

Periodically, officers and specially-trained canines may visit BMS. During such visits, lockers and hallways are “sniffed” to help ensure that our school remains drug-free.

The MCPS Student Code of Conduct provides for the notification of law enforcement in case of certain violations. We appreciate the support of local law enforcement whenever their assistance is needed.

## EMERGENCY DRILLS & EVACUATIONS

Emergency fire drills will be conducted once a week for the first month of school and at least once each month for the remainder of the school year. Two lock-down drills will be conducted during the first month of school, and two additional drills will be conducted during the remainder of the school year. One of the drills will occur in January. Directions for evacuating the building during a drill or actual crisis situation are posted in each room. Students should walk rapidly in single file without running or talking, and remain with their class as they leave the building and report to the designated safe area where the teacher will take roll. Students will remain a minimum of 100 feet from the building until told to return to the building.

## SCHOOL SAFETY HOTLINE

The staff at BMS is committed to maintaining a school in which students are safe. Students are encouraged to report safety concerns to a teacher, administrator or other staff member. The Virginia Center for School Safety operates a 24-hour hotline service to provide another avenue for students to report safety concerns in their school confidentially. Using the toll-free number, **1-866-SAFE-VA-1**, students can anonymously report conditions that they believe could threaten the safety and security of their schools and communities.

## SUSPECTED CHILD ABUSE

All allegations of possible or suspected child abuse or neglect are reported to the principal. The principal will report such cases to the child abuse coordinator of the local Department of Social Services as required by law. This agency determines reasonable cause and seriousness of the

reported incidents. Any student needing further information or help should see our guidance counselor.

### **SEX OFFENDERS ON SCHOOL PROPERTY**

Per Division Policy 2-3.6, “No adult who has been convicted of a sexually violent offense, as defined in Virginia Code Section 9.1-902, may enter or be present upon public school property, during school hours and during school-related and school-sponsored activities, unless: (i) he is a lawfully registered and qualified voter, and is coming upon such property solely for the purposes of casting his vote; (ii) he is a student enrolled at the school; or (iii) he has obtained a court order allowing him to enter and be present upon such property, and is in compliance with terms and conditions of the order.”

All Montgomery County Public Schools utilize driver’s license scanners with a sexual offender auto-check program for visitor registrations. This system will run the names and birthdates of visitors through the sexual offender registry.

The Administrative Assistant will attempt to confirm the information in the database to conclusively determine if the visitor is on the registry. **Any visitor whose name and/or birth date triggers a warning within the sexual offender registry will be will be denied entrance and will be asked to leave the premises.** Unfortunately, the Sexual Offender Registry is not perfect and there is always a possibility that a person’s name and/or birth date could trigger a “false positive.” It is our practice to treat all registry alerts as valid until conclusively proven otherwise. Any alert that cannot be readily identified as a “false positive” will result in the visitor being asked to leave school premises and/or contact local law enforcement.

Any visitor who is denied entrance will be provided with the Reported Sex Offender Protocol sheet. If a visitor is uncooperative, or wishes to challenge the information on the registry, the school should contact local law enforcement for assistance.

For visitors who flag the system but leave when asked, the school will still notify local law enforcement of the incident on the day of its occurrence. Visitors who believe that there is a mistake should call the school and make an appointment to discuss the matter further with the principal and work with our local law enforcement to ensure that the situation is appropriately addressed. We appreciate everyone’s cooperation and understanding in such matters. Our ultimate is to protect our students and uphold the law. We do this with the safety and best interest of our students in mind.

### **UNAUTHORIZED PERSONS ON SCHOOL PROPERTY**

Unauthorized persons should not be in the school building or on school grounds at any time without the permission of the principal. Unauthorized persons include, without limitation, the following:

- Students not assigned to BMS
- Students suspended or expelled from any MCPS school
- Students advised by the principal or assistant principal to leave school grounds
- Any person who has not obtained a visitor’s pass from the main office (not an approved visitor)

- Any person previously warned not to be on school grounds
- Any other person not having official business at the school
- Any person who is causing a disruption of the programs or activities

Citizens and parents/guardians whose conduct is not disruptive of the normal school operations are always welcome to observe the operations of the school, but should first obtain permission from the principal's office.

Teachers are obligated to inform the principal of any unauthorized person they find on the premises. Any unauthorized person will be asked to leave the grounds at once. An administrator may enlist the aid of law enforcement officials to remove any unauthorized person from the school grounds refusing to leave on their own or whose actions are disrupting the school's instructional or extracurricular programs.

### **TRESPASSING**

Per Division Policy 2-3.6, "No one shall be in a school building after school hours unless he/she is on official school business, is participating in a supervised school activity, is authorized by the administration, or is a spectator at an activity open to the public. It is unlawful for any person to enter a school at nighttime without the consent of an authorized person except to attend an approved meeting or service. It is prohibited for any person, whether or not a student, to enter or remain on any school property, including school buses, in violation of (i) any direction to vacate the property by an authorized individual, or (ii) any posted notice which contains such information, posted at a place where it reasonably may be seen. Persons violating these provisions of state law may be prosecuted. For purposes of this policy, school principals are 'authorized individuals,' and may direct persons to leave school premises and, in appropriate circumstances, issue no trespassing directives."

### **EEO/CIVIL RIGHTS STATEMENT**

Montgomery County Public Schools does not discriminate in its programs and activities for reasons of race, religion, color, gender, national origin, disability, age, or on any other basis prohibited by law. The following persons have been designated to handle inquiries regarding non-discrimination policies:

Director of Human Resources and Assistant Superintendent for Operations  
750 Imperial Street SE, Christiansburg, VA 24073  
(540)382-5100

### **ACCESSIBILITY NOTICE**

For information regarding services, activities and facilities that are accessible to and usable by disabled persons, contact the Director of Facilities at 540-382-5141.

## **EQUAL EDUCATIONAL OPPORTUNITIES**

The Montgomery County Public Schools' educational programs and services shall be designed to meet the varying needs of all students and shall not discriminate against any individual for reasons of race, religion, color, gender, national origin, disability, gender identity, sexual orientation, or on any other basis prohibited by law. Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Home and classroom work shall be judged by ordinary academic standards of substance and relevance and other legitimate pedagogical concerns identified by the school. Further, no student shall, on the basis of gender, be excluded from participating in, be denied the benefits of, be limited in the exercise of any right, privilege or advantage, or be subjected to discrimination under any educational program or activity conducted by the school division. The School Board encourages school division employees, patrons and students to report promptly all incidents of alleged discriminatory conduct.

In furtherance of this policy, the School Board shall (i) provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons; (ii) provide a free, appropriate education, including non-academic and extracurricular services, to qualified disabled persons; (iii) not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, daycare, adult education or vocational programs; and (iv) not discriminate against qualified disabled persons in the provision of health, welfare or social services.

### **Sexual Harassment**

It is the policy of the School Board to maintain a working and learning environment for all of its employees and students, which provides for fair and equitable treatment, including freedom from sexual harassment or abuse. No employee or student, male or female, shall harass or abuse another employee or student, male or female, by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal or physical conduct of a sexual nature when (1) submission to or rejection of such conduct is used as a basis for employment or academic decisions affecting the employee or student, (2) such conduct creates an intimidating, hostile, offensive or abusive working or learning environment, or (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs. As used elsewhere in this policy, the term "harassment" specifically includes sexual harassment unless the context implies otherwise.

### **Grievance Procedure for Students with Complaints of Discrimination**

#### Reporting

Any student who believes he or she has been the victim of prohibited discrimination, or any student that has knowledge of conduct which may constitute prohibited discrimination against another person should report the alleged discrimination as soon as possible to a building principal. The building principal will attempt to resolve the complaint through informal resolution prior to initiating a formal complaint. If it is not possible to resolve the matter within

5 business days, then a formal complaint will be reported by the building principal to one of the compliance officers designated in this policy.

Any student, employee, parent, or other person who has knowledge of conduct which may constitute prohibited discrimination shall report such conduct to the building principal. If it is not possible to resolve the matter within 5 business days, then the building principal will forward the report to one of the compliance officers designated in this policy.

The reporting party should use the form, *Report of Discrimination*, to make complaints of discrimination. However, oral reports shall also be accepted. The complaint must be filed with either the building principal or one of the compliance officers designated in this policy. The principal shall immediately forward any report of alleged prohibited discrimination to a compliance officer. Any complaint that involves a compliance officer shall be reported to the division superintendent.

The complaint and identity of the complainant and alleged perpetrator shall not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant.

### Investigation

Upon receipt of a report of alleged prohibited discrimination, the compliance officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, but not later than fourteen (14) business days after receipt of the report by the principal or compliance officer. The investigation may consist of personal interviews with the complainant, the alleged perpetrator, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation. Whether a particular action or incident constitutes a violation of this policy requires a case-by-case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

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

Within five (5) business days of receiving the compliance officer's report, the division superintendent shall issue a decision regarding (1) whether the policy was violated and (2) what action, if any, should be taken. This decision must be provided in writing to the complainant. If the division superintendent determines that prohibited discrimination occurred, the Montgomery County School Division shall take prompt, appropriate action to address and remedy the

violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge.

### Appeal

If the school division determines that no prohibited discrimination occurred, the student, or parent/guardian of the student, who was allegedly subjected to discrimination may appeal this finding to the School Board within five (5) business days of receiving the decision. Notice of appeal must be filed with the division superintendent who shall forward the record to the School Board. The School Board shall make a decision within thirty (30) calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the division superintendent and any other individual the School Board deems relevant.

### Retaliation

Retaliation against students or school personnel who report discrimination or participate in the related proceedings is prohibited. Montgomery County Public Schools shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings.

### Right to Alternative Complaint Procedure

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

### Compliance Officers

The Montgomery County School Board has designated the Directors of Elementary and Secondary Education, 200 Junkin Street, Christiansburg, Virginia, 24073, (540) 382-5100, as the Compliance Officers responsible for identifying, preventing, and remedying prohibited discrimination. The Compliance Officers shall: (1) receive reports or complaints of discrimination; (2) oversee the investigation of any alleged discrimination; (3) assess the training needs of the school division in connection with this policy; (4) arrange necessary training to achieve compliance with this policy; (5) insure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity, including the authority to protect the alleged victim and others during the investigation.

## Prevention and Notice of Policy

Training to prevent discrimination should be included in employee and student orientations as well as employee in-service training. This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks, and (3) sent to parents of all students within thirty (30) calendar days of the start of school. All students and their parent/guardian shall be notified annually of the names and contact information of the Compliance Officers.

## False Charges

Students or school personnel who make false charges of discrimination shall be subject to disciplinary action.

**LEGAL REFERENCE:** Constitution of Virginia, Art. I, generally; Code of Virginia, 1950, as amended §§ 22.1-213 through 22.1-221 and 22.1-203.3; Virginia Board of Education Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 8 VAC 20-80-10, et seq.; Title VII of the Civil Rights Act of 1964, as amended 1972; Education Amendments of 1972, Title IX; 34 C.F.R. Part 106; 45 C.F.R. Part 81; Section 504 of the Rehabilitation Act of 1973; Americans With Disabilities Act of 1990; Individuals with Disabilities Education Act.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day MCPS receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/guardians or eligible students who wish to ask the MCPS to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or

medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, MCPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MCPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

### **DIRECTORY INFORMATION**

As is discussed above, FERPA requires the Montgomery County Public Schools, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the school district may disclose appropriately designated "directory information" without written consent, unless you have advised the school district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school district to include this type of information from your child's education records in certain school publications, such as: a playbill showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets (e.g., for wrestling events, and which show weight and height of team members).

Directory information is generally not considered harmful or an invasion of privacy if released. FERPA permits the school district to disclose directory information to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local school districts that receive federal money under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with information from three directory information categories - names, addresses and telephone listings - unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent. The Montgomery County Public Schools receive assistance under ESEA.

The School Board has designated the following categories of information as "directory information" subject to disclosure without parental consent: the student's name, address and telephone number; date and place of birth; participation in officially recognized sports and activities; weight and height of members of athletic teams; degrees, honors and awards received; school and dates of attendance; grade in school and program of study. School officials may release this information without the consent of the parents or student. The Montgomery County Public Schools release student information related to awards and participation in activities for recognition purposes, consistent with FERPA's requirements. The school district also releases

names and addresses of students to permit students to receive educational and occupational information.

Any parents or eligible students who object to the release of any or all of this information without their consent must notify, in writing, the principal of the school where the records are kept. The objection must state what information the parent or eligible student does not want released. If no objection is received, directory information may be released until the beginning of the next school year.

The Montgomery County School Board has adopted a written policy regarding rights of parents and students under FERPA. Copies of the policy may be found in the Superintendent's Office, in the principal's office at each school, and in your local public library.

For additional information regarding the student records policy, contact either the principal of the school your child attends or Director of Secondary Education, at 382-5100.

### **INVOLVEMENT OF NON-CUSTODIAL PARENTS**

As specified by the Code of Virginia and the Family Education Rights Privacy Act (FERPA), non-custodial parents have the full rights as parents for access to student records and for participating in school activities, "unless otherwise ordered by the court for good cause shown." It is the responsibility of the custodial parent to provide documentation of any restrictions on a non-custodial parent. Duplicate copies of report cards and other written communications mailed to a student's home will be made available to non-custodial parents upon their request. If a person not known to school officials' attempts to contact or pick up a child at school, a photo ID and other verification of identity/relationship to a student (including confirmation with the custodial parent) may be required before releasing the student.

### **Notice of Compliance with Equal Rights Regulations in Educational Programs and Activities**

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973; and all other federal, state, school rules, laws, regulations, and policies, the Montgomery County Public Schools shall not discriminate on the basis of sex, age, race, color, national origin, religion or disability in the educational programs or activities which it operates.

It is the intent of Montgomery County Public Schools to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures for Title IX and Section 504, have been established for students, their parents, and employees who feel discrimination has been shown by the school division.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (disability) should be referred to:

Danny Knott  
Director of Human Resources  
Montgomery County Public Schools  
750 Imperial Street SE  
Christiansburg, VA 24073  
(540) 382-5100

All students attending Montgomery County Public Schools may participate in education programs and activities, including but not limited to health, physical education, music and vocational and technical education, (homemaking and consumer education, trades and industrial education, business and office education, etc.), regardless of race, color, national origin, religion, age, disability, or sex.

### **Grievance Procedure for Students with Complaints of Discrimination**

Montgomery County Public Schools does not discriminate in its programs and activities for reasons of race, religion, color, gender, national origin, disability, age, or on any other basis prohibited by law.

Any student, employee, parent, or other person who has knowledge of conduct which may constitute prohibited discrimination shall report such conduct to the building principal. If it is not possible to resolve the matter within 5 business days, then the building principal will forward the report to one of the compliance officers designated in this policy.

The complaint and identity of the complainant and alleged perpetrator shall not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant.

The Montgomery County School Board has designated the Directors of Elementary and Secondary Education, 750 Imperial Street SE, Christiansburg, Virginia, 24073, (540) 382-5100, as the Compliance Officers responsible for identifying, preventing, and remedying prohibited discrimination.

The entire written policy and grievance procedure is available at <http://policy.mcps.org/7-1.1.htm>.

# STUDENT SUPPORT SERVICES

## ADMINISTRATION

Grade-level administrative responsibilities include curriculum issues, student discipline, attendance issues, parent/guardian contacts, special education, and guidance.

Administrative assignments are as follows:

Grade 6..... Ms. Amanda Weidner

Grade 7..... Mr. David Byrd

Grade 8..... Mr. John “Bo” Honeycutt, Jr.

## COUNSELING

The services provided by the Counseling Office are central to the school’s philosophy and goals. Assistance is available in planning and scheduling classes, working through problems and concerns, and arranging parent conferences.

For middle school students, the availability of a concerned listener is an important factor in the development of a positive self-image as well as in acquiring attitudes, knowledge, skills, and appropriate behavior necessary for wholesome interpersonal relationships with peers, adults, and society as a whole. Counselors offer crisis prevention and intervention and make individual and group counseling available to students. Counselors will be assigned to students as follows:

Grade 6 – Ms. Katie Conaway

Grade 7 – Mr. Jordan Glick

Grade 8– Ms. Michele Parker

A Parent/Guardian is invited to call or schedule an appointment to meet with the appropriate counselor to discuss concerns about his/her child at any time. Consultation with a counselor concerning a variety of issues is offered to parents/guardians. Assessment and appropriate referral information about available community resources are among the services provided to parents/guardians upon request.

Except for emergencies, students will not be allowed to go to the counseling office from class without an appointment or pass. Students are encouraged to make appointments by stopping by the counseling office before or after school or during lunch. Parents/Guardians may telephone the BMS Counseling Office directly by calling 951-5803.

## FAMILY SUPPORT AND COMMUNICATION

Our goal is for all children to enjoy successful school experiences at BMS. We hold high expectations for our students and we welcome the opportunity to work cooperatively with parents/guardians as part of our team. The support of family and community is important to school success, and parents/guardians are encouraged to take an active role in their children’s education.

Parents/Guardians are invited to participate in school functions and to join the PTO. Parents/Guardians are also encouraged to participate in the variety of opportunities to volunteer

in our school. These opportunities are generally coordinated through our PTO, or may be arranged with individual teachers.

Parents/Guardians are encouraged to contact individual teachers or schedule appointments with their child's team through the counseling office to discuss individual student progress or specific student concerns. To facilitate this communication, team teachers have a daily team-planning period during which conferences may be scheduled.

### **STUDENT ASSISTANCE PROGRAMMING**

It is the goal of Montgomery County Public Schools to engage, empower, and encourage every student to success. Each school's Student Assistance Program (SAP) is a team approach to helping students access necessary resources needed to be successful in both the school and community. Each school's Student Assistance Program (SAP) strives to promote academic, social, and emotional well-being. To ensure this success, individualized services are developed through tiered systems of support.

Student Assistance Programs (SAP) are created to identify, refer, and engage students. This team is a broad-based, flexible approach to prevention services and supports. Parent involvement, engagement and participation is crucial in this process. The goal of the Student Assistance Program Team is to build resiliency in youth while empowering them for academic and emotional success. To make a referral or for more information, contact your SAP Coordinator/Consultant.

### **SPECIAL EDUCATION**

Determinations regarding promotion of special education students shall be made consistent with applicable law and relevant individualized education plans.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, § 22.1-78; Individuals with Disabilities Act, 20 U.S.C. 1400, et seq; Virginia Board of Education Regulations Governing Educational Services for Gifted Students, 8 VAC 20-40-10; and Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, and et seq.

*Adopted: Apri*

# MCPS STUDENT CODE OF CONDUCT

## Safe Schools

It is the belief of the Montgomery County School Board and staff that schools should be safe havens for students within the community. Montgomery County is fully committed to having a learning environment in all of our schools in which children and personnel are safe. To that end, the School Board supports preventative and positive approaches to discipline and systems of support that create safe, supportive, and positive schools where adults respond to student misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school and learning.

## Philosophy

The Montgomery County School Board intends for its schools to promote good citizenship and to provide an atmosphere which is safe and conducive to learning. Both good citizenship and a safe environment require that students demonstrate personal responsibility, self-discipline, self-control, and respect for themselves, for others, and for property. To reach this goal, teachers and principals will work cooperatively with children and their families.

## School Climate

Montgomery County Public School is committed to equity and to creating and maintaining a positive school climate "free of disruptions and threat to persons or property and supportive of individual rights" as required in the Standards of Quality (§ 22.1-253.13.7.D.3 and Section 22.1-279.6) of the Code of Virginia, which make reference to incorporating discipline options and alternatives "to preserve a safe, non-disruptive environment for effective teaching and learning". A positive school climate will be achieved through the following ways:

## Responsibilities

These guidelines promote personal and social responsibility and self-discipline on the part of all who are part of the school community: students and their families, administrators, teachers, and all others who work in or for schools to create a safe, supportive, and effective school environment. These guidelines will be in effect when going to and from school, waiting at school bus stops, riding school buses, attending school, and participating in school-sponsored activities, including field trips.

### Student Responsibilities:

1. to understand and respect that everyone has a right and a responsibility to learn in a safe environment;
2. to treat everyone with respect, both physically and verbally;
3. to follow the instructions of teachers and other adult staff;
4. to come to school, unless ill, on time and prepared to work;
5. to adhere to bus rules and directions given by bus drivers;
6. to complete schoolwork on time;
7. to take care of personal property, property of others, and school property;
8. to help keep parents informed by taking information home;
9. to bring school supplies to class but leave non-academic items at home; and
10. to adhere to the law. Items such as alcohol, drugs, tobacco, electronic cigarettes, inhalant products and weapons are not allowed on school property. Violations of the laws concerning alcohol, drugs, tobacco, electronic cigarettes, inhalant products, and weapons will be reported to law enforcement officials.

Students will assume these responsibilities and will help make school a safe and positive space for everyone.

**Parent or Guardian Responsibilities:**

1. to **partner** with school authorities, participate in school level meetings, and be supportive of the educational process;
2. to be familiar with the Student Code of Conduct and discuss it with their child;
3. to notify the school of any unusual behavior pattern or medical problem;
4. to maintain regular communication with the school and provide a current daytime phone number;
5. to partner and participate with the school to address student behavior;
6. to monitor and require daily attendance;
7. to advocate for their children and be a part of the educational process;
8. to verify they have discussed the student code of conduct with their child;
9. To reinforce academic lessons, instructions and homework at home to ensure students are prepared for testing

**Teacher Responsibilities:**

1. to teach and model for students expectations for classroom behavior;
2. to adopt and maintain discipline that is both fair and consistent in the classroom;
3. to avoid ridiculing or making negative comparisons of students;
4. to use student support systems (PBIS, SAPT, and Restorative Practices) to find possible solutions to discipline problems;
5. to report to the parents or guardians, when appropriate, about the acceptability of a student's conduct;
6. to protect the rights of other students by removing disruptive students from their class, through referral to an appropriate administrator;
7. to enforce the rules and regulations of the school and student compliance with their responsibilities set forth above;
8. to maintain regular and open communication with parents;
9. to have focused and engaged lessons and provide differentiated instruction;
10. to build a conducive learning environment where relationships are a focus every day;
11. to develop positive relationships, teach (and reteach when necessary) behavioral expectations, and reinforce positive behavior;
12. to actively listen and seek to understand people with different experiences; and
13. to use practices that promote student self-awareness, self-management, relationship skills, and responsible decision-making.

**School Administrator Responsibilities:**

1. to ensure that all students, parents and guardians, and school personnel are familiar with School Board student code of conduct policy;
2. to assume responsibility for student discipline in the building and on school property;
3. to involve parents and students in the development of rules and regulations not covered by this policy through student assemblies and parental involvement activities;
4. to establish and implement rules and regulations for student conduct in their school that are consistent with the student responsibilities listing;
5. to support teachers in their commitment to equity, discipline and a positive learning environment;

6. to enforce the student conduct code in a consistent, equitable, and fair manner;
7. to ensure the delivery of responsive guidance and counseling services;
8. to notify and involve parents or guardians, when appropriate, about the acceptability of a student's conduct and to notify parents of disciplinary actions; and
9. to work collaboratively with school personnel, parents, school board, law enforcement officers, and service agencies to provide necessary resources that will meet the needs of all students.
10. to ensure that the administrative team and all teachers, counselors, and school staff know and follow the principles of positive behavior intervention supports (PBIS), family engagement, trauma informed instruction, and restorative practices.

By working with families to promote good citizenship, self-discipline, and personal responsibility in children, Montgomery County Public Schools will establish a supportive environment for learning.

**Montgomery County School Board Responsibilities:**

1. to establish student conduct policies and procedures that are fair, equitable, and consistent in content and application;
2. to adopt a discipline policy that is fair, equitable and consistent in content and in application;
3. to review the adherence to and enforcement of the Student Code of Conduct; and
4. to review and implement restorative practices prior to long-term suspensions, expulsions, and the readmission of students who have been expelled.

**Coach and Sponsor Responsibilities:**

1. to set additional standards concerning dress, behavior and training related to the extracurricular activity and to notify involved students, in writing, of any additional requirements;
2. to notify parents and students, in writing, that the Student Code of Conduct is in force during all school-sponsored activities, including field trips; and
3. to enforce the rules and regulations of the school and the Student Code of Conduct.

**School Counselor Responsibilities:**

1. to provide individual counseling for students;
2. to conduct small group sessions for students with similar concerns;
3. to serve as a resource person for classroom sessions to present factual knowledge concerning students' physical and social-emotional growth;
4. to create safe spaces for students to have an open dialogue about issues and concerns they are dealing with in the school and at home; and
5. to develop programs designed to enhance skills in problem solving, assertiveness, relationship building, and communication.

**School Nurse Responsibilities:**

1. to establish and maintain standards of emergency care to minimize the effects of accidents and illness in school;
2. to serve as a child advocate;

3. to make home visits in regards to home-school related health problems when necessary;
4. to assist students, families, and school personnel in achieving optimal levels of wellness through health education; and
5. to provide health related in-services for students, families, and school personnel as necessary.

**School Psychologist Responsibilities:**

1. to confer with parents and school personnel to interpret test findings;
2. to consult with teachers and parents to explain the needs of all students;
3. to recommend to teachers and guidance counselors special activities geared to help all students;
4. to participate with other school personnel in Team Program planning; and
5. to recommend and develops alternative learning strategies for teachers.

**Non-Certified School Staff Responsibilities:**

All members of the school community should be engaged in and responsible for establishing a positive school climate. Every school employee is responsible for ensuring a safe, supportive, effective learning environment.

**Statement of Procedures**

1. **Communication of policy to students, staff, and parents:** All students, parents, and staff members will receive copies of the School Board’s “standards of conduct” published in the Student Code of Conduct. Students and parents will be required to sign a statement indicating that they are aware of policy guidelines and procedures and sanctions for misconduct. This signed statement will be kept on file in the school office. Students will receive information about the policy from teachers and/or school administrators in student assemblies. Staff will be provided with an annual in-service regarding the Student Code of Conduct policy.

Within one calendar month of the opening of school, the Montgomery County School Board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student: (i) a notice of the requirements of Virginia Code § 22.1-279.3 regarding “Parental Responsibility and Involvement Requirements,” (ii) a copy of the School Board’s standards of student conduct; and (iii) a copy of the Virginia compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia and that a parent shall have the right to express disagreement with a school’s or the school division’s policies or decisions.

Each parent of a student shall provide an electronic signature or return to the school in which the student is enrolled a signed statement acknowledging the receipt of the School Board’s standards of student conduct, the notice of the requirements of Virginia Code § 22.1-279.3, and the Virginia compulsory school attendance law. Each Montgomery County Public school shall maintain records of such signed documents.

The school principal may request the student’s parent or parents, if both parents have legal and physical

custody of such student, to meet with the principal or his designee to review the School Board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with Virginia's compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

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

No suspended student shall be admitted to the regular school program until such student and their parent have met with school officials to discuss a plan for reentry, unless the school principal or his/her designee determines that readmission, without parent conference, is appropriate for the student. **New legislation requires school boards to adopt policies containing this provision.** Suspended students will be able to access and complete graded work during and after the suspension.

Upon failure of a parent to comply with the provisions of Virginia Code § 22.1-279.3, the School Board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance.

**2. Prevention of misconduct:** The prevention of student misconduct will be an essential element of this policy. Decision-making skills, restorative practices and PBIS, and anger management should be modeled for students by staff members and opportunities provided for students to learn ways to solve problems in a non-violent, positive, and productive manner. To this end, staff will participate in professional learning on the practices of trauma informed instruction, social-emotional learning, Tiered Systems and PBIS, and restorative practices. Frequent contact between the school and home will be encouraged to promote home/school communication and help prevent student misconduct.

**3. Effective handling, monitoring and documentation of student misconduct:** Student misconduct will be handled as effectively and efficiently as circumstances allow and within agreed upon timelines and in accordance with a leveled system of disciplinary responses and instructional interventions matrix. Teachers and staff will monitor student conduct throughout the school building, on school grounds, and during all school activities.

**4. Consistent enforcement:** Students who violate the policy will be addressed consistently, equitably, and fairly following a leveled system of disciplinary responses and instructional interventions matrix.

**5. Preparation for crises:** Crisis prevention, preparedness, and management will be handled with the assistance of school crisis teams and the specific legislation regarding how crises should be addressed.

**6. Consideration for the needs of at-risk students:** Support services, counseling services, and varied education opportunities, if appropriate, will be available for students who are at-risk for using and/or possessing alcohol and other drugs, for committing violent behavior, or for dropping out.

**7. Annual policy evaluation:** An annual evaluation of the Student Code of Conduct and analysis of school discipline data will be conducted to ensure that the Code of Conduct is implemented and addresses the current needs of the school community. A large part of the evaluation will be used to assess the discipline

data, pertaining to suspensions, the disproportionality of the suspensions, and the racial and ethnic makeup of the data. This annual evaluation of policy will be led by the administration and include a committee of diverse stakeholders who will determine whether the Code of Conduct requires revision by the School Board.

### **Student Code of Conduct**

This policy applies to any student, PK-12, who is in or on school property, in a private vehicle on school property, in attendance at school or at a school-sponsored activity including field trips. This policy also covers students going to and from school and waiting at bus stops.

It is the expectation of the School Board that all students have the right to an environment that is safe, drug free, and conducive to learning and that all disciplinary actions are administered in a respectful, equitable and fair manner. To that end, a matrix of disciplinary responses and instructional interventions, which defines and categorizes each behavior and sets level response parameters, will be followed in response to student behaviors. The following is a list of terms and definitions addressed in the matrix.

1. **Absenteeism:** Tardiness, cutting/skipping class, truancy, or leaving school without the permission of the principal or his/her designee.

2. **Acting as an Accessory:** Acting as an accessory or accomplice to another person who violates any provision of the Student Code of Conduct.

3. **Bullying/Biased-Based Behaviors:** Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict. Students, either individually or as part of a group, shall not harass or bully others. Behaviors associated with bullying include, but are not limited to, intimidation, taunting, name-calling, and insults. Bullying behaviors may take a variety of forms, including by electronic means such as cell phone, social media, text message and email. Bullying, threatening, intimidation, harassment, or any other activity characterized by targeted, intentionally hurtful behavior (verbal or nonverbal) that results in any physical, social/relational or emotional/psychological harm to another person is not tolerated in any form in any Montgomery County Public School. The principal shall notify the parent of any student involved in an alleged incident of bullying, as defined herein, of the status of any investigation within five school days of the allegation of bullying.

4. **Bus Misbehavior:** Any behavior that interferes with the orderly transportation of pupils on a school bus. A student is expected to cooperate with the bus driver and any other adult with School Board authority and follow the posted rules on the bus. Bus drivers are authorized to assign seats. Failure to comply with bus rules and directions of drivers or other authorized adults may result in a loss of bus privileges.

5. **Cell Phones & Other Portable Communication Devices:** Students are not freely permitted to use or display such devices during instructional time. Such devices will be considered to be "in use" if they are on (regardless of if they are on silent or set to ring), sending or receiving a call or text message or being used to take, display, or send photos/videos, etc. However, students may have such items in their possession for use after school hours, during bus rides to and from school, and during athletic events. Students may utilize such devices during instructional time only for academic purposes and under the direction and supervision of the classroom teacher.

6. **Cheating:** Giving or receiving unauthorized assistance with schoolwork.

7. **Creating Aggravating Circumstances in Class/School:** Any behavior that impedes academic progress of the student or of other students. The following are examples, not an all-inclusive list: continual talking after being asked to cease, throwing objects not part of supervised school activities, use of CD/tape players or radios, cameras, recording devices, electronic games or other non-instructional articles during regular

school hours, gambling, display of pornographic material, etc.

8. **Dressing Inappropriately:** Wearing of clothes, jewelry, other apparel and/or decals that advocate violence, alcohol and other drug use and/or distribution; that represent gang activity and/or membership; that advertise obscenities; or that reflect adversely on a person's race/ethnicity, color, gender, creed, national origin, physical, emotional, or intellectual abilities; or that would cause disruption to the learning environment at any school. Students shall not at school, on school property, or at school activities wear or have in their possession any written material that is racially divisive. Examples include clothing, articles, material or publications or any item that denotes Ku Klux Klan, Aryan Nation-White Supremacy, Neo-Nazi, or any hate group, or Confederate flags or articles of clothing, jewelry, etc. This list is not intended to be all inclusive. Any student may wear religiously and ethnically specific or significant head covering or hairstyle, including hijabs, yarmulkes, headwraps, braids, locs, and cornrows. No employee may enforce the dress code by direct physical contact with a student or a student's attire or require a student to undress in front of any other individual, including the enforcing school board employee, to comply with this dress code. Students shall be subjected to the same set of rules and standards regardless of gender.

9. **False Alarms:** Setting off false fire alarms and making false bomb threats.

10. **Gang Activity:** Any group activity that threatens, that is illegal and/or violent, or that portends the development of gang activity, which may include wearing gang-related apparel, inappropriate congregating, bullying, and harassment.

11. **Hazing:** Students shall not recklessly or intentionally endanger the health or safety of a student or students or 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 Montgomery County Public School at which hazing which causes bodily injury occurs shall report the hazing to the local Commonwealth's Attorney. Hazing, as defined herein, is a Class I misdemeanor, which may be punished by confinement in jail for up to 12 months and a fine of up to \$2,500.00, 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 Virginia Code § 18.2-56.

12. **Noncompliance:** Failure to comply with the fair and reasonable directions of a teacher or other school employee. Interference with or intimidation of school authorities is unacceptable also.

13. **Physical Assault:** Any physical confrontation that may result in no injury, minor injury, or serious injury that includes, but may not be limited to, kicking, spitting, elbowing, aggressively touching, shoving, pushing, hitting, and fighting. Self-defense or action undertaken on the reasonable belief that it was necessary to protect oneself or some other person will be taken into consideration.

14. **Sex Offenses:** Inappropriate activities including, but not limited to, indecent exposure, sexual assault, fondling, and obscene phone calls.

15. **Sexual Harassment:** Any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment.

16. **Substance Abuse-Use and/or Possession of Alcohol, Tobacco, and Other Drugs:** The possession, use, and/or distribution of alcohol, tobacco and/or tobacco products, electronic cigarettes, inhalant products and other drugs on school grounds, on school buses, or during school activities, on or off school property.

(See the complete Alcohol, Tobacco and Other Drug Policy below).

17. **Theft:** Taking school property the property of another without right or permission.

18. **Threats:** Communicating a threat verbally or in writing, including by electronic means.

19. **Trespassing:** Being present on school property or using school facilities without proper authority and/or permission (includes students who have been suspended or expelled.)

20. **Vandalism:** Willful or malicious defacing of school property, including graffiti, and defacing of private property.

21. **Improper or Unsafe Operation of a Vehicle:** Driving on school property without a valid driver's license or reckless driving on school property. Student parking on school property is a privilege that comes under the approval of the school administration.

22. **Verbal Abuse:** Any use of profanity, obscene gesture, bullying, intimidating gestures, or language that interferes with teaching and learning or that intentionally offends or threatens another. Abusive language includes, but is not limited to, language that demeans another's race, color, religion, gender, national origin, disability, intellectual ability, sexual orientation, gender identity, or other personal characteristics.

23. **Weapons-Possession and/or Use:** Possession and use of weapons is a violation of the law as well as the Student Code of Conduct. (See the Weapons Policy below).

### **Corrective Actions**

Except as provided under the following drug and alcohol policy and certain firearms/weapons violations, the principal or his/her designee will have the responsibility to determine that a matrix of disciplinary responses, instructional interventions, and disciplinary sanctions is followed in response to student behaviors. Examples of behavior responses are listed below and are not in any particular order:

1. counseling;
2. involvement of other human service agencies, as appropriate;
3. reprimand;
4. loss of school privileges;
5. loss of bus or student parking privileges;
6. parental conferences;
7. community service;
8. tasks or restrictions assigned by the principal or their designee;
9. detention before school, at lunch or after school;
10. suspension from school-sponsored activities or events prior to, during, or after the regular school day;
  11. in-school supervision/suspension with behavioral instruction, interventions, and/or restorative practices with academic support;
12. short-term out-of-school suspension with a plan before returning to school;
13. reassignment to another school within the division in accordance with Board policy;

- 14. referral to law enforcement as required;
- 15. recommendation of long-term suspension (11 to 45 days);
- 16. recommendation of expulsion (indefinite period of time, in some instances a minimum of 365 days) and
- 18. Saturday School.

**Multiple Incidents of Aggravated Circumstances, Fighting, and/or Other Repeated Violations of the Student Code of Conduct**

Students involved in multiple incidents of aggravated circumstances, fighting, and/or repeated violations of the Student Code of Conduct other than truancy will be considered for recommendation to the School Board for long-term suspension or expulsion. This does not preclude a recommendation by the school administration for long-term suspension or expulsion in the case of a single serious incident.

**Search and Seizure**

To maintain order and protect students and school personnel, school authorities (minimum of two persons) may, with reasonable suspicion, search a student or student automobile on school premises. Student lockers are school property and remain at all times under the control of the school. School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search.

**Notification of Law Enforcement**

Local law enforcement will be contacted in the event of, but not limited to, the following violations:

Weapons violations	Possession, use, and/or distribution of illegal substances
Assault and Battery	Property crimes
Sex offenses	Robbery
Bomb threats	Threats against school personnel

Additionally, the Code of Virginia requests that courts notify school divisions of the disposition of particular offenses involving students. The division may pursue disciplinary action consistent with applicable law as a result of this notice.

**Prosecution of Juveniles as Adults**

Under certain circumstances, the Code of Virginia allows the transfer of juveniles for trial as adults. The Commonwealth’s Attorney makes such requests. More information is available at [www.mcps.org](http://www.mcps.org).

**Appeal Process**

Before appealing a disciplinary action, parents and students are encouraged to discuss the matter with the principal. Appeals must be filed in accordance with School Board policies. Different processes may apply to different types of discipline. Corrective action will not be delayed while an appeal is pending.

The disciplinary appeals process is addressed in MCPS Policy 7-3.2.

## **Weapons Policy**

Students shall not possess, handle, transport or use weapons. The School Board shall expel students for violations of this policy unless the School Board determines, based upon the facts of the particular situation that special circumstances exist and another disciplinary action is appropriate. Any weapon possessed in violation of this policy will be confiscated and may be forfeited to the Commonwealth.

The following items, in accordance with Virginia Law, are considered weapons:

1. any pistol, revolver, shotgun or other weapon designed or intended to propel a missile of any kind;
2. any weapon of like kind as those enumerated in item 1;
3. any weapon, including a starter gun, which will or is designed or may readily be converted to expel a projectile by the action of an explosive;
4. the frame or receiver of any weapon referenced in item 3;
5. any firearm muffler or firearm silencer;
6. any destructive device. "Destructive device" is defined as (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 other similar device, and (2) any combination of parts either designed or intended for use in converting any device into any destructive device described in this subsection and from which a destructive device may be readily assembled. "Destructive device" does not include any device which is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and which is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or similar device; or
7. any knife (Bowie, switchblade, or ballistic) or razor, metal knuckles, or blackjacks.

Students who possess firearms or knives on school property, including school buses, may be expelled and not allowed to attend school.

In addition, using a knife to threaten or to cause bodily harm will result in an automatic recommendation for expulsion.

The division superintendent or their designee is authorized to conduct a preliminary review of any violations of this policy to determine whether long-term suspension or other discipline, rather than expulsion, is appropriate to recommend to the School Board. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

## **Alcohol, Tobacco and Other Drugs**

### Tobacco

Students shall not possess, use, and/or distribute tobacco and/or tobacco products on school property, on school buses, or during activities on or off school property. This includes but may not be limited to any product intentionally inhaled in order to elicit an intoxicating effect such as smokeless tobacco, electronic cigarettes, inhalant products such as vapor cigarettes, liquid tobacco, or hookah pipes.

### Alcohol and Drugs

Students shall not possess a controlled substance, imitation controlled substance, marijuana, or synthetic cannabinoids, any substance used as an intoxicant (including alcohol), drug paraphernalia, or any substance

which is represented by or to the student, or which the student believes to be a controlled substance, marijuana, illegal drug, substance used as an intoxicant. In addition, students shall not attend school while under the influence of any of these listed substances. Possession or being under the influence of any of these substances may result in a recommendation for long-term suspension or expulsion. However, the division superintendent is authorized to determine that special circumstances exist and to implement an intervention plan that includes the following for the first offense of possession or being under the influence of any of these substances:

- A ten (10) day suspension (may be served at Montgomery Central if deemed appropriate pending availability);
- Meetings with the parent/guardian;
- Signing of a Substance Abuse Violation Behavior Contract;
- Counseling sessions;
- Drug prevention counseling

The division superintendent or their designee is authorized to conduct a preliminary review of any violations of this policy to determine whether long-term suspension or other discipline, rather than expulsion, is appropriate to recommend to the School Board.

Distribution, attempted distribution, or the purchase of any of the substances listed above requires the school administration to make a recommendation for long-term suspension or expulsion to the division superintendent. When it is determined to be necessary and appropriate, the division superintendent is authorized to conduct a Disciplinary Hearing to hear and review all evidence presented relevant to the distribution, attempted distribution, or the purchase of any of the substances listed above. Serving as the Hearing Officer, the superintendent will take all evidence under advisement before rendering a decision for the disciplinary action to be implemented. The proposed disciplinary action may include long-term suspension or a recommendation to the School Board for expulsion. The student and his/her parents/guardians will receive written notification of the Hearing Officer's proposed action, the reasons for the action, and the right to a hearing before the School Board. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The principal will refer all students who violate this policy to a substance abuse intervention program prior to readmission.

Any student in possession of prescription drugs that are not prescribed to that student or the intentional misuse of prescription drugs to elicit an intoxicating effect will be subject to disciplinary action in accordance with the guidelines for the possession or being under the influence of alcohol and other drugs above. Sharing, borrowing, distributing, manufacturing or selling any medication (both prescription and non-prescription "over-the-counter" medications) is prohibited and may result in a recommendation of expulsion.

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

\*The Substance Abuse Violation Behavior Contract, available on the MCPS Web Administrative Guide, will be provided by the principal.

## **Alternative Education Programs**

The School Board may, in accordance with the procedures set forth in applicable law, require a student to attend an alternative or regional alternative education program as provided in Virginia Code Sections 22.1-209.1:2 or 22.1-277.2:1. The principal or their designee may impose a short-term suspension upon a student who has been charged with an offense involving intentional injury, as described in subsection G of §16.1-260, to another student in the same school pending a decision as to whether to require the student to attend an alternative education program.

**LEGAL REFERENCES:**      Code of Virginia, Sec. 22.1-78, 22.1-276.01 through 22.1-280.4, 18.2-128, 18.2-308.1, 18.2-310.

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