WILLIAMSBURG
JAMES CITY COUNTY
PUBLIC SCHOOLS
EST. 1955

2026-27 Student Code of Conduct:

Expectations, Resources, and Supports

elevate'28
BEYOND EXCELLENCE

WILLIAMSBURG-JAMES CITY COUNTY SCHOOLS

Our Vision

Pursuing Excellence and Championing the Success of EVERY STUDENT

Key Priority

Academic Achievement, College and Career Readiness & Educational Equity

Transform teaching and learning to prepare students for success in post-secondary education and careers.

Supporting Priorities

Safety & Security

Ensure a fully integrated approach to safety and security that encompasses both the physical environment and the social/emotional needs of students.

Human Capital & Positive Culture

Recruit and retain the division's exemplary workforce by creating an environment where transparency and trust are the norm.

Communications & Engagement

Cultivate a culture of open and effective communication to inform and engage all stakeholders.

Organizational Efficiency & Effectiveness

Optimize division effectiveness and efficiency by establishing and strengthening processes and systems.

Scan the QR Code to learn more about each priority area and view the goals and Key Performance Indicators (KPIs)

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WJCC School Board

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Daniel F. Keever, Ph.D.
Superintendent

Dear WJCC Schools students and families:

Welcome to the 2026-27 school year! Our teachers, principals, and staff are ready and eager to support our students in another year of academic and personal growth.

We are committed to making sure our schools are safe, clean, and welcoming places where every student can succeed. We know that students thrive when they feel valued, supported, and encouraged. To that end, WJCC Schools is committed to providing a high-quality education and equitable access to resources for all students in a caring and inclusive environment.

Students also play a vital role in their own academic and personal success. The WJCC Schools Student Code of Conduct serves as the foundation of this effort by outlining students' rights, responsibilities, and expectations for behavior. We encourage families to read and review the Student Code of Conduct with their child(ren) and refer to it as needed throughout the school year.

At the start of the school year, students and parents/guardians must electronically sign a statement acknowledging that they received this handbook and understand the expectations for student behavior. Please also use this as an opportunity to remind your child about the importance of being a good digital citizen and taking care of their school division-issued laptop or tablet.

On behalf of our teachers, principals, support staff, and school board, we want to thank you for partnering with us to support student learning. We look forward to a positive and productive year.

Sincerely,



Andrea M. Donnor
Chair of the School Board



Daniel F. Keever, Ph.D.
Superintendent

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Student Rights & Responsibilities

School Attendance

Right: Students have the right to a public education unimpaired because of gender, race, religion, national origin, or disability. This means free admission to the schools.

Responsibility: In Virginia, a student is required by law to attend school until the age of 18. It is the responsibility of every student to attend school on a regular basis and on time.

Education/Learning Environment

Right: Students have the right to equal educational opportunity without interference from other students and from trespassers on school property or at school events. Students have the right to a safe and orderly environment while in schools, classrooms, or at school events.

Responsibility: Students have the responsibility to ensure that their actions do not disrupt the school, classroom, school activities, or bus. Students have the responsibility to come to class prepared, follow directions, and participate.

Expression

Right: Students have the right to express themselves in speech, writing, or symbolism within boundaries of the law. This right does not entitle them to misinform, slander and/or display pornography.

Responsibility: Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, violate the law, the rights of others, the dress code or the requirements of the Student Code of Conduct.

Transportation

Right: Students have the right to use transportation that is safe, orderly, and provided by the school division.

Responsibility: Students have the responsibility to conduct themselves in a safe and orderly manner while being transported, and to refrain from violating federal, state, or local laws.

Due Process

Right: Students facing disciplinary action are entitled to fair procedures to determine the facts. Students are entitled to appeal decisions resulting in disciplinary action such as suspension, expulsion, or exclusion from school.

Responsibility: Students have the responsibility to take an active role, participate, ask questions, and to be truthful.

Parent Rights & Responsibilities

As a parent, you are your child's first teacher and you can often help to provide positive options for your child when situations arise at school.

Rights

As a partner in the overall education of your child, you have the right to:

- Actively participate in the school community
- Work collaboratively with teachers, staff and your child
- Ask questions anytime about your child's academic or developmental progress
- Acknowledge positive experiences for your child and provide feedback
- Be informed of the school division's policies and expectations for your child
- Be kept informed of your child's progress
- Advocate for your child

Responsibilities

The Williamsburg-James City County School Board is required by law to provide parents notice of § 16.1-241.2 and § 22.1-279.3 of the Code of Virginia, which address parental responsibility and involvement requirements to support an atmosphere of individual rights, free of disruption and threat to persons or property.

As a partner in the overall education of your child, you have the responsibility to:

- Support the efforts of the school community
- Review the Student Code of Conduct with your child to ensure understanding of the expectations and support implementation of the Student Code of Conduct
- Promote positive behavior and decision making by your child
- Make school attendance a priority for your child
- Work collaboratively to address matters in an age-appropriate manner
- Meet with school staff when requested
- Electronically sign a statement acknowledging receipt of this handbook (located in ParentVUE and StudentVUE)

School Directory

Elementary Schools (PK-5)

School Name	Main Office	Address	City/County	Mascot
Clara Byrd Baker	(757) 221-0949	3131 Ironbound Rd., Williamsburg, VA 23185	James City County	Bears
D.J. Montague	(757) 258-3022	5380 Centerville Rd., Williamsburg, VA 23188	James City County	Mustangs
J. Blaine Blayton	(757) 565-9300	800 Jolly Pond Rd., Williamsburg, VA 23188	James City County	Bees
James River	(757) 887-1768	8901 Pocahontas Trail, Williamsburg, VA 23185	James City County	Dolphins
Matoaka	(757) 564-4001	4001 Brick Bat Rd., Williamsburg, VA 23188	James City County	Cardinals
Norge	(757) 564-3372	7311 Richmond Rd., Williamsburg, VA 23188	James City County	Roadrunners
Laurel Lane	(757) 229-7597	112 Laurel Ln., Williamsburg, VA 23185	James City County	Penguins
Stonehouse	(757) 566-4300	3651 Rochambeau Dr., Williamsburg, VA 23188	James City County	Sea Stars
Matthew Whaley	(757) 229-1931	301 Scotland St., Williamsburg, VA 23185	City of Williamsburg	Patriots

Middle Schools (6-8)

School Name	Main Office	Address	City/County	Mascot
Berkeley	(757) 229-8051	1118 Ironbound Rd., Williamsburg, VA 23188	City of Williamsburg	Bulldogs
James Blair	(757) 603-6565	101 Longhill Rd., Williamsburg, VA 23185	City of Williamsburg	Spiders
Lois S. Hornsby	(757) 565-9400	850 Jolly Pond Rd., Williamsburg, VA 23188	James City County	Hawks
Toano	(757) 566-4251	7817 Richmond Rd., Toano, VA 23168	James City County	Tigers

High Schools (9-12)

School Name	Main Office	Address	City/County	Mascot
Jamestown	(757) 259-3600	3751 John Tyler Hwy., Williamsburg, VA 23185	James City County	Eagles
Lafayette	(757) 565-0373	4460 Longhill Rd., Williamsburg, VA 23188	James City County	Rams
Warhill	(757) 565-4615	4615 Opportunity Way, Williamsburg, VA 23188	James City County	Lions

Williamsburg-James City County School Board

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Michael T. Hosang, J.D. . . . . Stonehouse District

Kimberley M. Hundley, M.Ed. . . . . Powhatan District

Daniel F. Keever, Ph.D. .. . . . . Superintendent

Sean Walker . . . . . Elementary Assistant Superintendent

Catherine Worley, Ph.D. . . . . Secondary Assistant Superintendent

Williamsburg-James City County School Board & Central Office

Physical Address:

117 Ironbound Road
Williamsburg, VA 23185
(757) 603-6400

Mailing Address:

P.O. Box 8783
Williamsburg, VA 23187-8783

Operations:

597 Jolly Pond Road
Williamsburg, VA 23188

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Resources & Supports

WJCC Schools is committed to supporting every student's success by offering a broad network of services and resources designed to meet a variety of needs. From health and wellness to academic and behavioral support, these services are an essential part of creating a safe, inclusive, and supportive learning environment. It is important that families are aware of the many options available to them so they can partner with schools to ensure their child receives the right support at the right time.

When families understand the full range of services offered within the division, they are better equipped to advocate for their child and make informed decisions. Whether a student is facing a temporary challenge or requires ongoing support, knowing where to turn and who to contact can make a meaningful difference. WJCC Schools encourages all parents and guardians to stay informed, ask questions, and work collaboratively with school staff to take full advantage of the resources available throughout the division.

Attendance Matters

At WJCC Schools, we know that regular attendance is key to student success. Research shows that students who miss too many days of school struggle to keep up academically, are less likely to read on grade level, and have a higher risk of dropping out. Even missing just two days a month can impact grades, reading skills, and graduation rates. The best place for students to learn and grow is in school. We understand that illnesses happen, and students need time to recover when sick. However, by keeping students in school when they are healthy, families help ensure that students have the flexibility to take time off when truly needed.

Excused vs. Unexcused Absences

While students are expected to attend school every day, we recognize that there are times when absences are unavoidable. Absences may be excused for reasons such as:

- Illness or quarantine
- Death in the immediate family
- Religious holidays
- Medical or legal appointments
- Natural disasters
- School-related activities

Looking for more information about what is excused vs unexcused absences?

Visit wjccschools.org/attendance where you can find '**Frequent Attendance Scenarios**' for specific attendance considerations.

How To Communicate Absences

To ensure absences are correctly recorded, parents must notify the school in writing (note, email, or required documentation). Without proper notification, an absence may be marked as unexcused.

- Up to 5 days per year may be excused for exceptional circumstances with principal approval.
- Up to 10 absences per year may be excused with a parent note. Any additional absences require supporting documentation.
- All attendance-related documentation is kept on file in the attendance office.

Schools will also communicate with families when absences occur:

- Automated phone calls for each absence
- Personal calls from school staff when necessary
- A letter home after the 3rd unexcused absence
- A letter home and parent meeting required after the 5th and 7th unexcused absences
- A letter sent when a student is approaching chronic absenteeism (excused or unexcused)

How Does WJCC Schools Support Families with Attendance?

Chronic Absenteeism

A student is considered chronically absent if they miss 10% or more of the school year (approximately 18 days). Chronic absenteeism can affect student learning and even a school's accreditation. Students who are chronically absent may face additional monitoring and support, and high school students may risk losing course credit.

Attendance Improvement Plans

Students with excessive absences may need an Attendance Improvement Plan. This plan is developed with input from the school, family, and student to identify barriers to attendance and create solutions. A plan is required if a student has:

- 5 or more unexcused absences in a school year
- 10 or more total absences (excused or unexcused)

Attendance Waivers for Credit-Bearing Classes (Middle & High School)

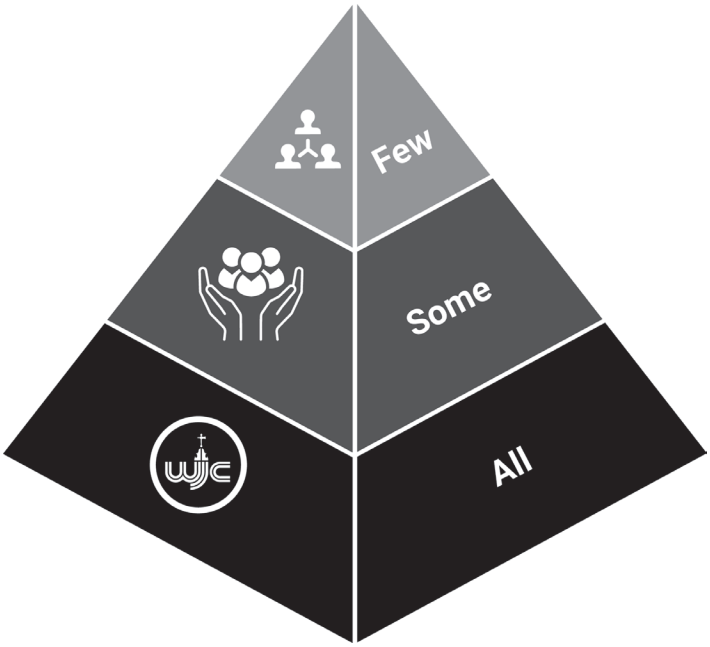
Students who accumulate 9 or more absences in a credit-bearing class in a single semester must submit an attendance waiver request to receive course credit. Forms are available in English and Spanish.

Attend. Aspire. Achieve.

Families and schools play a crucial role in supporting student attendance by maintaining open communication and addressing any challenges that may arise. By working together, we can help all students stay engaged, achieve their goals, and build a strong foundation for the future.

Multi-Tiered Systems of Support (MTSS)

Schools approach both behavior and instruction from a proactive standpoint under the framework of MTSS, which is provided by the Virginia Tiered Systems of Supports (VTSS). It is a data-driven decision-making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.



Tier 3 -Individualized Support (1-5%)

Individualized based on the needs of individual students.

Students who display chronic behavioral or academic challenges are assessed and a plan is developed to meet their needs. This plan may include more intensive services within or outside the school.

Tier 2 - Targeted Support (10-15%)

Designed to meet the needs of targeted groups of students. Supports are developed based on data analysis to determine what supports are needed.

Tier 1 - Universal Support (100%)

School-wide system of support and is provided for ALL students. School programming is designed by school-based teams that analyze data to determine needs and set priorities to support students' academic, behavioral, and social-emotional development.

What is MTSS?

MTSS is a framework that guides how we identify, monitor, and support students' academic and behavioral needs. It ensures that all students have access to high-quality instruction and interventions. The goal of MTSS is to make sure that each student receives the support necessary for their success, whether it's more specialized help or more general classroom support.

Why is MTSS Important?

MTSS is important because it ensures that all students are given the support they need to succeed. It helps teachers identify when students are struggling and provide early interventions, rather than waiting until the problem becomes bigger. This approach increases the likelihood of positive outcomes for all students, helping them to become confident, capable learners.

Dolphins are	Self	Hallway	Bathroom	Cafeteria	Playground	Bus
SAFE	Know what zone you are in  Use "tools" to get back in or stay in the Green Zone Ask for help when you need it	Always walk Walk on the right side Stay quiet Keep hands to self Keep eyes forward 	Go flush, wash, leave Wash your hands with soap  Report problems to adults	Clean your hands before you eat Walk carefully when carrying your food Stay seated  Eat your own food Speak quietly	Be aware of your surroundings Use the equipment appropriately Report problems to adults	Stay sitting and face forward Keep hands and feet down  Follow the bus driver's directions Report problems to adults
CARING	Use positive self-talk Listen to others Be open-minded to other people's ideas Treat others the way you want to be treated	Be polite and kind  Respect the personal space of others	Respect the privacy of others Place paper towels in trash can  Keep walls, floors, mirrors, and sinks clean	Say "please" and "thank you" Use table manners Use kind words Keep floor and table clean-clean up after yourself when finished	Include everyone Play fairly Share and take turns  Use kind words	Speak quietly Be kind Respect the personal space of others
READY TO LEARN	Be prepared and on time for school Have a positive attitude Do your best 	Go directly to where you are supposed to go Follow the teacher's directions	Go flush, wash, leave Be quick and get back to class	Know your lunch choice and number Raise your hand for help 	Line up quickly when called Bring in equipment and belongings	Go directly to your seat Exit bus when told Keep track of belongings 

MTSS is designed to provide a collaborative approach to meeting the needs of every student. It ensures that each student receives the appropriate level of support based on their individual needs. This system helps to identify challenges early, allowing for timely interventions. The goal is to create an environment where all students can thrive academically, behaviorally, and emotionally.

For additional information or questions about how MTSS is implemented at WJCC Schools, please contact your child's school.

What are "restorative practices in WJCC Schools?"

Restorative practices are approaches that seek to proactively build community to prevent problems from arising and use dialogue, not just punishment, when problems do occur. Restorative practices are helpful for creating a respectful classroom, developing rapport with students, managing conflicts, [and] establishing routines and expectations of positive student behavior..." **from the Managing Your Classroom with Restorative Practices Quick Reference Guide**

How does "restorative practices" fit into our strategic plan Elevate '28?

Implementing restorative practices in our schools is an opportunity to help with our priorities and goals set out in our strategic plan. With these efforts we can support the overall vision of our strategic plan:

We believe:

- Every student can learn.
- In equitable opportunities that enable every student to reach their greatest academic potential.
- In a safe and supportive learning environment that addresses the safety and wellbeing of the whole student.

Utilizing these practices will help to increase attendance, reduce suspensions, and enhance learning. In doing so, we believe these practices will enhance staff satisfaction.

Restorative Circles - Circles are regular meetings of a small group of students with an adult facilitator (administrator, teacher, support staff member, coach, etc.). The meetings use intentional protocols designed to create a safe and nurturing space for all students. Topics for the meetings can vary: from simply checking in on how students are feeling that particular day to exploring a particular topic (e.g., an incident that recently occurred at the school). In short, Restorative Circles are intended to ensure that all students have a core group of peers and at least one adult at the school with whom they have open, positive, and affirming relationships. Mindfulness practices are often incorporated into Restorative Circles to help students be more present and open during the conversations.

Internet Safety

In today's digital age, students are increasingly connected through devices and online platforms. WJCC Schools emphasizes the critical role of families in guiding children toward safe, ethical, and responsible internet use.

Why Internet Safety Matters

Children today are more connected than ever. While the internet provides incredible opportunities to learn and explore, it also presents real risks. Families play a critical role in ensuring safe, respectful, and productive digital habits.

Key Risks:

- Exposure to inappropriate content
- Online predators and unsafe interactions
- Cyberbullying
- Sharing private information
- Academic dishonesty



What Families Can Do

Set Expectations

- Create family rules for internet use (time limits, approved sites)
- Keep devices in common areas
- Establish screen-free zones (e.g., bedrooms during bedtime)

Stay Involved

- Know what websites, apps, and games your child uses
- Ask questions about their online friends and activities
- Encourage open communication if something feels uncomfortable

Build Smart Habits

- Teach your child how to recognize scams, fake news, and clickbait
- Discuss the importance of kindness and empathy online
- Remind them that what they post can last forever

Tools & Resources

- **Family Academy:** Tech Tips Guides for building healthy screen habits, managing apps, and supporting kids' digital balance. Explore more: wjccschools.org/familyacademy
- **Acceptable Use Policy:** Clear expectations for how students use technology in school and at home.



Find Your Focus

Students' cell phones and personal electronic devices shall be off and away during the day at WJCC Schools.

WJCC Schools' Policy JFC governs student conduct, including the use of personal electronic devices. In accordance with Executive Order 33, **students are expected to keep their personal devices off and away during the school day.**

This policy is part of our commitment to refocus students on learning and reduce the harms caused by constant access to social media.

Violations of this policy will be addressed according to the student Code of Conduct.

How Does Screen Time Impact Students?

237

average notifications students receive per day on their cell phone, with some students reporting as many as 4,500 daily notifications

Source: Common Sense Media

62%

more information captured by students in class notes when not using cell phones, leading to better information retention and higher grades

Source: The Impact of Mobile Phone Usage on Student Learning

5

average hours teens spend on social media apps daily, exposure to which doubles the risk of experiencing symptoms of depression and anxiety

Source: American Psychological Association

What Possibilities Exist When We Find Our Focus?

Visit wjccschools.org/about-wjcc/find-your-focus/ where you can find more information on WJCC Schools' Find Your Focus Campaign.

academics

Unlock your academic potential by staying present and engaged in class. Without devices, it's easier to absorb information, participate in discussions, and excel in your studies.

mental health

Taking a break from screens can significantly boost your mental well-being. Experience reduced stress and anxiety as you engage more fully with the world around you.

relationships

Strengthen connections with friends and family by being present in every interaction. Real conversations and shared experiences create lasting bonds.

personal growth

Focus on personal development by exploring new hobbies and interests. Unplugging allows you to discover passions and skills that can shape your future.

athletics

Enhance your athletic performance by staying focused during practice and games. Without devices, you'll improve your skills, teamwork, and overall fitness.

creativity

Let your creativity soar without device distractions. Engage in hands-on projects and innovative thinking to unlock new possibilities and achieve your creative goals.

Supporting Healthy Choices

A Parent's Guide to Preventing Substance Use and Promoting Wellness

WJCC Schools is committed to partnering with families to prevent substance use and support student wellness. We recognize the growing risks associated with opioid misuse and vaping, and we are dedicated to providing education, resources, and support to help families keep children safe. Youth can be exposed to these substances through social media, peers, or even unsecured medications at home, making early conversations and prevention strategies more important than ever. WJCC Schools encourages families to talk with their children about the dangers of opioid use and vaping, model healthy behaviors, and stay informed about warning signs. Together, we can create a strong, informed community that prioritizes student health and empowers families with the tools they need to take action.

Understanding the Risks: Opioids & Prescription Drugs

What Parents Need to Know

- Misuse of opioids and prescription medications among youth can lead to addiction, overdose, and long-term health consequences.
- Youth may be exposed through unsecured medications at home, peers, or even social media.

The Truth About Vaping & Tobacco

- Vaping is NOT Harmless
- Most e-cigarettes contain nicotine, a highly addictive substance that can harm adolescent brain development.
- Flavored vapes often attract teens but mask dangerous health effects.

Tools, Tips, and Resources for Families

For Teens Who Want to Quit

- Text "QUIT" to 847411 (Textline by VDH)
- Visit https://teen.smokefree.gov for games, quit plans, and support

Apps & Digital Tools

- QuitGuide App (CDC) / This is Quitting - a free mobile program from Truth Initiative

FENTANYL AWARENESS

VDH Virginia Department of Health

REVIVE! DBHDS

Virginia Department of Education

DID YOU KNOW?

More than **2,000 people** in the Commonwealth of Virginia died from opioid-related deaths in 2023.

Over **150 people die each day** in the United States from opioids like fentanyl.

What is fentanyl?

Fentanyl is a dangerous opioid often mixed with other drugs without your knowledge. Even in small doses, fentanyl can be deadly.

- Fentanyl is the biggest contributor to overdose deaths in Virginia - most people who died of a drug overdose took a drug containing fentanyl.

"**Two milligrams** of fentanyl can be lethal depending on a person's body size, tolerance, and past usage."



Quote & Image from *Facts About Fentanyl* https://www.dea.gov/resources/facts-about-fentanyl

What are the signs and symptoms of a fentanyl overdose?

- Small, constricted pupils
- Sleepiness, in a daze, or loss of consciousness
- Slow, weak breathing or not breathing at all; choking or gurgling sounds
- Limp body
- Cold, clammy, or discolored skin, especially lips and nails, which may turn blue

If you suspect an overdose:

- **Get help immediately! Call 911!**
- Naloxone/Narcan, available in many schools, may reverse the effects of the overdose, thus saving a person's life.

How to stay safe:

- Remember to say NO. Even if offered by a friend, it doesn't mean the pill is safe.
- Stay informed. Learn about the risks of fentanyl and other dangerous substances.
- Ask for help. If you or a friend struggle with drug use, seek the help of a trusted adult, school counselor, coach, or your school's nurse.

Resources for the whole family:

It Only Takes One Overdose Prevention

Get trained to save a life: REVIVE!

How Can I Tell If It Is Bullying?

Bullying is intentional, repeated, aggressive, and unwanted behavior that is intended to harm, intimidate, or humiliate the victim physically, psychologically and /or emotionally. To be classified as bullying, behaviors must: 1) involve a real or perceived power imbalance between the aggressor (s) and victim and 2) occur over a period of time or cause severe emotional trauma. Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.

"Cyberbullying" means bullying that occurs through the use of technology, including through cell phones and other electronic devices or technology capable of accessing the Internet. WJCC will address instances of cyberbullying that occur outside of school property between students enrolled in the school division; provide protections designed to ensure that any student who is a victim of or a witness to an instance of cyberbullying is not deterred from reporting or seeking support for such instance of cyberbullying by fears of retaliation, social alienation or rejection, or other negative treatment; and include a list of support services and resources available through each public school to any student who is a victim of cyberbullying relating to reporting and seeking support after experiencing an instance of cyberbullying, including mental health support services, and any information necessary to access any such support services and resources.

Bullying is different from conflict.

- Conflict is a disagreement or argument in which both sides express their views
- Bullying is negative behavior directed by someone exerting power and control over another person

Conflict vs. Rude/Mean Actions vs. Bullying

Flow chart designed to help identify the behavior

Conflict	Rude/Mean Actions	Bullying
A situation caused by differences of opinion; inability to find common ground; lack of communication, ideological clashes. In some cases, conflict can help students learn how to recognize and benefit from their differences.	Student engages in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gesturing, arguing, yelling, etc.	Student engages in aggressive and unwanted behavior (physical, psychological, or emotional) that is intended to harm, intimidate or humiliate the victim. It involves a real or perceived power imbalance between the aggressor(s) and victim, which occurs over a period of time or causes severe emotional trauma.
Infrequent Behavior	Occasional Behavior	REPEATED Behavior
Not planned; in the heat of the moment	Spontaneous	Planned; intentional
All parties are upset	Can cause hurt feelings; upsetting	The target of the bullying is upset or scared and the bully feels in control.
All parties willing to resolve conflict	Student accepts responsibility; behavior often regretted	The bully is trying to gain control over the target
All parties will accept responsibility	The offender accepts responsibility	The bully blames the target or denies action
An effort is made by all parties to solve the problem	An effort is made to apologize	The bully does not stop behavior and is unwilling to solve the problem
Can be resolved through mediation	Student may benefit from social skill building and/or mediation may be appropriate	NOT resolved through mediation; could be resolved through restorative approaches

Ways to Report Bullying

- Online Bullying Report Form at https://wjccschools.org/bullying-report
- Anonymous Reporting at individual schools
- In person to any staff member or trusted adult

In all cases of bullying, the Parent or guardian of the student displaying the behavior and the target of the behavior will be notified of the alleged incident as quickly as possible, preferably the same day. Notification of finding will be provided at the conclusion of the investigation.

Bus and Bus Stop Expectations

Students are required to conduct themselves on the bus and at the bus stop in a manner consistent with the Student Code of Conduct. Riding the school bus is a privilege and should be respected and valued. The bus rules also apply when traveling for extra-curricular trips under school sponsorship. It is our goal to provide students a safe and non-threatening environment; therefore, bus drivers may institute and apply additional rules to maintain safety and order.

Safety Tips for Walking to and from the Bus Stop:

- Try to always walk with a friend and in a group.
- Use the sidewalk or stay close to the roadside curb to be easily seen.
- Avoid strangers.
- Stay in well-lit or populated areas.

Rules for the Bus Stop:

- Be on time, at least ten minutes before scheduled pick up.
- Be safe and stand on the sidewalk or in the grass off the road. Stay alert to traffic.
- Wait quietly and orderly.
- Make sure the bus has come to a complete stop before boarding and respect the danger zone- ten feet around the bus. Check traffic and look both ways before crossing the street to board the bus.
- Take your time and use the handrail when entering or exiting the bus.

While on the Bus:

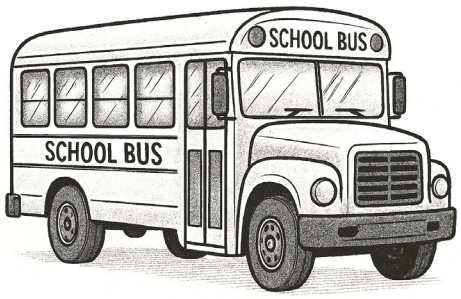
- Be Respectful: Follow directions from the bus driver. Use soft voices and appropriate language. Use care with the bus equipment, the seat, and the interior.
- Be Responsible: Save food and drink for later. Keep your belongings secured and with you at all times. Remember to follow classroom behavior rules and safety guidelines.
- Be Safe: Take your seat quickly, face forward, and remain seated for the duration of the ride. Keep your head and hands inside the bus and your hands to yourself at all times. Sit quietly and respectfully when the dome lights are on.

Leaving the Bus:

- Remain seated until the bus comes to a complete stop.
- Make sure to remove all belongings that you brought on the bus. Clean up any trash in your seat.
- Exit the bus safely and quietly.
- Leave at your assigned stop. Students will only be permitted to leave at their designated stop unless proper authorization has been received from the parent and school administrator.
- Students should remain in their seats until dismissed by the driver.

Bus Changes:

- Bus changes should be kept to a minimum and authorized in emergency or extreme circumstances only.
- If changes are approved, a signed written permission note from the parent/guardian is required and must be brought to the main office upon arrival at school to receive a bus note for the bus driver. The parent/guardian's contact numbers must be included in the note for verification from the school. Bus drivers will not admit students onto the bus at the school without the appropriate forms.
- When there are health, safety, and/or route concerns, bus changes may cease or be limited until such concerns improve.



QUESTIONS?

Transportation: (757) 565-0808 (option 2)
http://www.infofinderi.com/ifi/?cid=WCS5PS4DTKVX

School-Based Services

At WJCC Schools, we believe every child deserves the support they need to succeed – academically, socially, and emotionally. Whether your child has a disability, is learning English, or needs help navigating challenges at school or home, our team is here to help. Below is a summary of the services available and who to contact for more information.

Special Education Services

We are committed to providing a Free Appropriate Public Education (FAPE) to students with disabilities, from ages 2 through 22. Services are tailored to each child's needs and include:

Contact: Department of Special Education - (757) 603-6464

Individualized Education Programs (IEPs): Personalized plans for eligible students that include goals, services, and supports.

Assistive Technology (AT): Tools like speech devices, laptops, or visual aids to support learning and independence.

Child Find: If you believe your child may have a disability, we offer free evaluations to identify and support needs.

Transition Services: Planning for life after high school – college, work, independence.

Parent Resource Center (PRC): Workshops, a lending library, and one-on-one support to help families understand special education and advocate for their child.

Section 504 Services

Students with disabilities who may not require an IEP may still be eligible for supports under Section 504 of the Rehabilitation Act. These students receive accommodations that help them fully participate in school.

For more on eligibility and services under Section 504, please speak with your child's school counselor or administrator.

English as a Second Language (ESL)

Our ESL Program helps non-native English speakers thrive in school while honoring their cultural backgrounds.

Contact: Coordinator for English as Second Language (ESL) - (757) 603-6474

Students receive:

- Language and academic instruction through a sheltered model
- Opportunities to learn with and from peers
- Placement based on English proficiency testing at enrollment

If you indicated another language is spoken at home during enrollment, your child may be referred for ESL screening and services.

Gifted Education

The Gifted Education Program serves identified academically gifted students in specific content areas of study. The student's academic, social, and emotional needs are addressed through all classes by using differentiated curriculum and instructional strategies that are appropriate for gifted and advanced learners. In addition, Gifted students are cluster-grouped in academic courses based on their identification area.

Please refer to https://wjccschools.org/academics/gifted-education-talent-development/ for more information.

School-Based Mental Health & Academic Support

Social Workers	Counselors	Psychologists
• Help with emotional or behavioral concerns • Support attendance, homelessness, foster care • Refer families to outside resources	• Support academic growth • College and career readiness • Group and individual counseling	• Evaluate learning and behavior • Support special education decisions • Promote emotional wellness

Health Services

WJCC Schools' Department of Health Services recognizes the relationship between students' health and their ability to learn and be successful. Our School Health Services framework includes prevention and intervention practices that identify and attempt to alleviate risk factors and eliminate barriers that hinder student learning, school entry, and school attendance. Additionally, Health Services strengthens and facilitates the educational process by helping students seek an optimal level of physical, mental and social development; linking home, school and community; and promoting healthy activities and behaviors that lead to academic success.

Vision, Hearing, and Dental Screenings

Early Detection for Better Learning

WJCC Schools provides vision and hearing screenings for students in grades K, 3, 7, and 10 within the first 60 school days.

Children shall be screened in the areas of hearing and vision in accordance with the requirements of 8VAC20-250-10. (§ 22.1-273 of the Code of Virginia).

Children who fail any of the above screenings may be rescreened if the original results are not considered valid.

If parents do not wish their child to participate in any part of the health screening programs, they must send a written request to the principal and school nurse of the child's school.

Homebound & Homebased Instruction

Supporting Learning During Extended Illness or Recovery

If a student is unable to attend school due to a medical condition that requires them to stay home or in a health care facility, they may qualify for homebound instruction.

This service ensures students continue learning while recovering.

- Students must be confined at home or in a facility for an extended period
- Participation in outside activities is restricted unless part of a medical plan or IEP
- Instruction is offered during regular school days

Contact the Department of Health Services for more information.

Health Records Requirements for Enrollment

What Families Need for Registration

Before enrolling, students must have:

- A physical exam - prior to first time admission to any public kindergarten or elementary school in a school division a report of a comprehensive physical examination from a qualified licensed physician, or a licensed nurse practitioner or a licensed physician assistant acting under the supervision of a licensed physician. The examination must be of the scope prescribed by the State Health Commissioner and must have been performed within 12 months before the date the student first enters the public school.
- Up-to-date immunization records following guidelines from CDC, AAP, and AAFP.

For more information, please contact the school clinic.

Vaccination Clinics

Free Vaccines for School Enrollment

In partnership with Olde Towne Medical Center, WJCC Schools offers free summer clinics for required school vaccines. Families can also visit:

- Olde Towne Medical Center year-round
- Local VDH offices and clinics

Community Clinics

Olde Towne Medical & Dental Center
Appointment Required
Phone: (757) 259-3258

Peninsula Health Department
Appointment Required
Phone: (757) 594-7410

Restorative Center

The Restorative Center in WJCC Schools offers a variety of non-traditional programming options designed to support students who may benefit from a setting outside the traditional classroom. These programs provide individualized academic, behavioral, and social-emotional support, helping students stay connected to their education while addressing unique needs and challenges. Whether through short-term interventions, restorative practices, or tailored learning environments, the Restorative Center works closely with families and school teams to promote student growth, responsibility, and success both in and out of the classroom.

A WJCC SCHOOLS PROGRAM
restorative center
LEARNING LAB & GED
RE-FOCUS

The GED/ISAEP Program

Provides an alternative graduation path for students aged 16 and older who are unable to complete a traditional diploma. Students prepare for the four GED assessments through individualized online instruction led by licensed educators, with a focus on core academics, critical thinking, and test strategies. The program also connects students with employment and community resources to support post-secondary success. It offers a structured, supportive environment tailored to each student's needs. Referrals are made by school-based graduation coaches, and transportation is provided by the school division.

The Learning Lab

Offers a structured, supportive setting for students to recover credits or complete graduation requirements. Designed for independent learners, the program provides two-hour daily sessions, five days a week, focused on two courses at a time. Students use Edmentum for credit recovery and the Virtual Learning Platform (VLP) for new coursework. Licensed teachers, including a special education professional, offer academic support. While not a replacement for classroom instruction, the Learning Lab helps students stay on track for graduation. Referrals come from school counselors, and transportation is provided.

The Re-Focus Program

Provides a temporary, structured setting for students needing academic and behavioral support. With a low staff-to-student ratio, students continue their grade-level work from their home school while receiving individualized instruction from licensed teachers, including special education support. The program emphasizes restorative practices, emotional regulation, goal setting, and peer interaction. Students follow a traditional schedule and participate in community service projects. Placements, lasting six to nine weeks, are determined through a readiness interview and initiated by school officials. Division-provided transportation ensures student access to the program.

School Health Initiative Program (SHIP)

SHIP is a partnership between WJCC Schools and the Williamsburg Health Foundation (WHF), and a multitude of community partners that are committed to working together to create a healthier community. SHIP's mission is to improve the health and wellness of WJCC Schools' students and staff by supporting and promoting healthy eating and active lifestyle habits in the schools, homes and the community.

SHIP's vision of success is when:

- there is a strong and sustainable culture of health and wellness for students and staff in every school
- parents and community organizations are sustaining support for the mission and goals of SHIP
- students and staff are achieving targets for health, wellness, and school engagement

Student Health Initiative Programs (SHIP) at (757) 603-6424 or visit https://wjccschools.org/academics/ship/

Before & After School Challenge Clubs

These FREE clubs are offered in the fall and spring (7 weeks each) at every elementary and middle school. Students can explore exciting activities that promote a healthy lifestyle and build lifelong skills.

Club offerings include:

- Cooking
- Gardening
- Running
- Sports
- Martial Arts
- Dance
- Yoga

Students are encouraged to set goals and participate in culminating events like performances and 5K races to celebrate their growth.



Wellness Integration Services

SHIP also brings wellness right into the classroom!

Services include: Nutrition lessons for Kindergarten-2nd grade, Wellness training for all new K-5 teachers, and School gardening and culinary experiences for elementary and secondary students

These lessons help students build healthy habits through hands-on learning during the school day.

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Interventions

Schools strive to address student behavior in ways that are supportive and promote positive outcomes. The following interventions are designed to respond to behaviors across Levels 1 to 5 of the Student Code of Conduct, with an emphasis on meeting the individual needs of each student.

These interventions are not one-size-fits-all but can be tailored based on the specific situation and the student's needs. By considering these options, school staff, parents, and students can collaborate to encourage positive behaviors and provide necessary supports. The goal is to offer a range of responses that help guide students toward improved behavior while keeping them engaged in their education.

Through open communication and cooperation between the school and home, these interventions aim to create an environment where students can learn and grow successfully.

Administrative Conference with Student

An administrative conference with a student is a one-on-one meeting between the student and a school administrator, such as the principal or assistant principal. During this conference, the administrator will discuss the student's behavior in a private setting, allowing the student to reflect on their actions and understand the consequences. The goal is not only to address the current behavior but also to provide an opportunity for the student to take responsibility and think about how they can improve in the future. This conference helps build a relationship between the student and administrator, ensuring that the student feels heard and supported.

Administrator/Teacher/Parent/Guardian Conference

An administrator, teacher, and parent/guardian conference brings together key stakeholders to address a student's behavior. This collaborative meeting includes the student's parent or guardian, the teacher, and the school administrator, working together to discuss the issues at hand and the steps needed to address them. By involving the family, this conference emphasizes the importance of open communication and cooperation between the school and home. The goal is to ensure that everyone understands the situation, agrees on a plan of action, and is committed to supporting the student in making positive changes.

Check-In / Check-Out

The Check-In / Check-Out (CICO) system is designed to provide students with a structured routine throughout the school day. Students begin each day by "checking in" with a designated staff member where they discuss goals and expectations for the day. At the end of the day, they "check out" with the same staff member to review how they met those goals. This daily process provides students with consistent support and accountability, helping them stay on track with their behavior. It also gives them an opportunity to receive positive reinforcement for making good choices and to address any challenges they may have faced during the day.

Parent-Administrator-Teacher-Student Behavior Contract

A Parent-Administrator-Teacher-Student Behavior Contract is a formal agreement created with input from the student, their parents, teacher, and school administrator. This contract outlines specific behavior expectations and the consequences if those expectations are not met. It is designed to be a collaborative effort that involves all parties, ensuring that the student knows what is expected and that the entire support system is aligned in helping them succeed. The contract serves as a tool for holding the student accountable while providing them with the support they need to meet behavior expectations.

Parent Contact

Parent contact is an essential part of maintaining a connection between the school and the family when behavioral concerns arise. Whether through phone calls, emails, or meetings, school staff will reach out to parents to inform them of behavioral issues and discuss possible solutions. This open line of communication ensures that parents are aware of their child's behavior and can actively participate in addressing the issue. By involving parents early, the school creates a team approach to solving the problem, which increases the chances of positive outcomes for the student.

Parent Involvement in Intervention Planning

Parent involvement in intervention planning is crucial for the success of any behavioral support plan. This intervention ensures that parents are actively engaged in the process of creating and implementing a plan to address their child's behavior. School staff will collaborate with parents to design strategies that can be used both at home and at school to support the student's improvement. When parents are involved in this process, it strengthens the support network for the student, providing consistency in expectations and interventions, and increases the likelihood of positive behavioral changes.

Re-entry Meeting

A re-entry meeting is held when a student returns to school after being absent for any reason, such as suspension or other significant disruptions. The meeting involves the student, their parents, school administrators, and relevant staff members. During this meeting, the team discusses the student's return to school, sets new behavioral expectations, and identifies any additional supports or interventions that may be needed to ensure a smooth transition. Re-entry meetings are important for setting the student up for success upon their return, ensuring they understand expectations and feel supported.

Referral to Behavioral Intervention Specialist

A referral to a Behavioral Intervention Specialist is made when a student requires additional support in managing their behavior. This specialist is trained to work with students who may have difficulty with social or emotional regulation, helping them develop strategies to manage their behavior more effectively. The specialist works closely with the student, teachers, and parents to design individualized plans that focus on improving behavior while supporting the student's overall well-being. The goal is to provide intensive support to help the student make lasting changes in their behavior.

Referral to MDT (Multidisciplinary Team)

The Multidisciplinary Team (MDT) is a group of professionals from different disciplines—such as school psychologists, counselors, and behavior specialists—who collaborate to address a student's behavioral or academic needs. When a student shows signs of struggling with behavioral challenges, an MDT referral brings together expertise from various fields to create a comprehensive plan of action. This team looks at the student's behavior holistically, considering any underlying factors such as emotional, social, or academic difficulties, and provides targeted support to help the student improve.

Referral to Outside Support Agency (e.g., TDT, FAPT)

Sometimes, a student's behavior may require additional support from outside agencies, such as Therapeutic Day Treatment (TDT) or Family Assessment and Planning Teams (FAPT). These agencies provide specialized mental health and behavioral services that may be more appropriate for certain students. A referral to one of these outside support agencies helps provide the student with the specialized care they need, whether it be counseling, therapy, or more intensive behavioral support. This ensures that the student receives the most appropriate services to address their specific challenges.

Referral to School MTSS Team (Multi-Tiered Systems of Support)

The Multi-Tiered Systems of Support (MTSS) team is a school-based team that provides a range of interventions for students facing academic or behavioral challenges. When a student is referred to the MTSS team, the team assesses the student's needs and creates a personalized plan that can include academic support, behavioral strategies, or both. This tiered approach ensures that the student receives the right level of support at the right time, increasing the chances for successful outcomes. The MTSS team works collaboratively with teachers, parents, and other professionals to monitor progress and adjust interventions as necessary.

Restitution

Restitution is an intervention that requires the student to make amends for their actions, often by repairing or replacing property that was damaged or compensating for any harm caused. This intervention helps teach students responsibility for their actions and allows them to take ownership of their behavior. Restitution may include physical repair (e.g., fixing a broken item) or contributing to the school community in a meaningful way, such as through service. This approach helps students recognize the consequences of their actions while also providing them with an opportunity to right the wrongs they've committed.

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Student Code of Conduct Leveled Responses

The Student Code of Conduct is designed to provide a fair and structured approach, offering interventions and supports to keep students engaged in their education while addressing behavior concerns. From simple interventions like warnings and detention at Level 1 to more serious measures such as suspension or expulsion at Level 5, each level serves to match the severity of the behavior with an appropriate response. The goal is to ensure that every student has the opportunity to learn in a safe and respectful environment.

Families are encouraged to familiarize themselves with the Code to understand how behavior is addressed and the role they can play in supporting their child's growth and success.

Student Code of Conduct Guidelines, Definitions, Rules and Leveled Responses to Behavior

Due Process in Student Discipline

Due process ensures that students are treated fairly and their rights are respected throughout disciplinary actions. The following steps outline the due process procedures for students when a disciplinary issue arises:

1

Notice of Alleged Violation

The student must be informed of the allegations or misconduct they are being accused of. This notice should be clear and include details about the specific behavior or action in question.

2

Opportunity to Respond

Before any disciplinary action is taken, the student must be given an opportunity to present their side of the story. This may include a meeting with a school administrator, where the student can explain their actions, offer any relevant evidence, and provide context. In the case of any student whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the student may be removed from school immediately and the notice, explanation of facts, and opportunity to present the student's version shall be given as soon as practicable thereafter.

3

Investigation

A fair and impartial investigation of the incident will be conducted. This may involve interviewing witnesses, reviewing evidence, and considering any relevant circumstances.

4

Imposition of Consequences

If the investigation determines that misconduct occurred, appropriate consequences will be determined based on the severity of the behavior, the student's history, and any other relevant factors.

5

Appeal Process

Information about how to file an appeal, along with timelines and procedures, will be provided. An appeal may be reviewed by the superintendent designee.

6

Confidentiality

All due process procedures will respect the privacy of the student involved. Information regarding disciplinary matters will be kept confidential, as required by law, to protect the rights of the student.

7

Support and Resources

Students facing disciplinary action will be informed of any available support services, such as counseling or behavioral interventions, to assist them in understanding and addressing the underlying issues that may have led to the violation.

Student Code of Conduct Leveled Response

As students grow older, they should also be maturing; therefore, the expectations for responsible behavior increase with the age and grade of the student. If unacceptable and inappropriate behaviors increase in frequency, so will the sanction in both severity and duration:

Level 1

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

Alternative instructional setting: The student is moved to a different environment to continue learning while addressing behavior issues.

Behavior contract/progress chart/checklist: A structured plan developed with the student outlining behavioral expectations and tracking progress over time.

Behavior reflection assignment/form: A written activity that prompts the student to think about their actions, the impact on others, and how to make better choices.

Community service: The student participates in helpful school-related tasks to make amends for their behavior and contribute positively to the community.

Conference with student, teacher and/or parent: A meeting is held to discuss the behavior, its impact, and develop a plan to address it.

Confiscation of student items including portable communication or electronic devices: Items are temporarily taken away if misused or disruptive to learning.

Counselor/support staff referral/intervention: The student is connected with school-based professionals for support and intervention.

Education/remediation: The student receives targeted instruction or activities to learn appropriate behaviors or social-emotional skills.

Lunch or after school detention: The student is required to spend extra time at school as a consequence, typically to reflect or complete work.

Loss of classroom, extracurricular/school activities, or privileges: Temporary removal from preferred activities as a consequence for behavior.

Parent notification via phone call/text/letter to discuss concerns: School contacts the parent or guardian to inform them of the student's behavior and collaborate on solutions.

Peer mediation or conflict resolution: Trained students or staff help peers resolve disagreements and repair relationships.

Restorative practices: Focuses on repairing harm, restoring relationships, and building community through dialogue and accountability

Warning: A verbal or written reminder to the student that their behavior is inappropriate and must change.

Level 2

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

In-school suspension: The student is removed from regular classes but remains in school to complete academic work in a supervised setting.

Loss of school, bus, technology, and/or extra-curricular privileges: Temporary removal of access to certain school-related activities or resources as a consequence for behavior.

Schedule/class change: The student's classes or schedule are adjusted to better support their behavior or learning needs.

Tiered interventions: A structured system of supports based on the severity or frequency of behaviors, increasing in intensity as needed.

Level 3

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

Community service/Loss of Privileges/Restitution: The student may be assigned school-based service tasks, have certain privileges removed, or be required to repair or repay for damages caused by their behavior.

Out-of-school suspension (PK-3: 1-3 days, Grades 4-12: 1-10 days): The student is temporarily removed from school due to serious behavior violations, with timeframes adjusted by grade level.

Level 4

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

Student Services Action Plan - Formal intervention process initiated when a student demonstrates consistent behavioral challenges, allowing administrators to refer the student to the Office of Student Services for a comprehensive review of discipline history, establishment of clear behavioral expectations, and the development of a behavior contract. Failure to meet the terms of the contract may result in a referral for long-term suspension for the student.

Ten-day out-of-school suspension with an automatic referral for a disciplinary hearing with a recommendation for long-term suspension: The student is suspended for 10 days and referred for a formal hearing to consider further disciplinary action, including long-term suspension.

Long-term suspension (11-45 days or longer than 45 days if aggravating circumstances exist): The student is removed from school for an extended period, based on local policy or code, typically following a disciplinary hearing.

Referral to alternative learning school or program: The student is placed in a different educational setting to support behavioral or academic needs.

Refer to law enforcement as required: Certain serious behaviors may be reported to local law enforcement, in compliance with legal requirements.

Level 5

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

Ten-day out-of-school suspension with an automatic referral for a disciplinary hearing with a recommendation for expulsion: The student is suspended for 10 days and referred for a hearing to determine if permanent removal from the school division is warranted.

Long-term suspension (11-45 days or longer than 45 days if aggravating circumstances exist): The student is removed from school for an extended period based on local policy or as determined by a hearing officer.

Alternative placement: The student is assigned to a different educational setting or program to support behavior and continued academic progress.

Refer to law enforcement as required: Serious incidents are reported to law enforcement when legally mandated.

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*PK-3: 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 the superintendent's designee finds that aggravating circumstances exist, as defined by the Department of Education.

Aggravating Circumstances: For the purposes of §22.1-277 and §22.1-277.05 of the Code of Virginia, "aggravating circumstances" shall mean:

i. That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or

ii. That a student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or

iii. That a student engaged in a serious offense that is:
   a. persistent (repeated similar behaviors are documented on the student's disciplinary record), and
   b. unresponsive to targeted interventions as documented through an established intervention process.

Elementary Schools Leveled Responses To Student Behaviors

SBAR	Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BAP1	Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X				
BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X				
BAP3	Scholastic dishonesty (cheating, plagiarism, unapproved use of artificial intelligence tools)	X	X				
BAP4	Unexcused tardiness to class	X					
BAP5	Unexcused tardiness to school	X					

SBAR	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSO1	Altering an official document or record	X	X				
BSO2	Giving false information, misrepresentation	X	X	X			
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X	X		
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X				
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X			
BSO7	Dress Code Violation	X	X				
BSO8	Gambling (games of chance for money or profit)	X	X	X	X		
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X				
BSO10	Possession of stolen items	X	X				
BSO11	Unauthorized use of school electronic or other equipment	X	X				
BSO12	Violation of Acceptable Use of Technology/internet policy	X	X				
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X	X				
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X			
BSO15	Student is not going to class as assigned	X	X				
BSO16	Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance)	X	X				

SBAR	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
RB1	Bullying with no physical injury (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X			
RB2	Cyberbullying (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X			
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	X	X			

SBAR	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X	X	X		
RB5	Stealing money or property without physical force	X	X	X			
RB6	Speaking to another in an uncivil, discourteous manner	X	X	X			
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X			
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X	X		
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	X	X	X	X		
RB10	Failure to respond to questions or requests by staff	X	X	X	X		
RB11	Unwanted or inappropriate physical contact	X	X	X	X		

SBAR	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol	X	X	X	X		X
BSC2	Alcohol: Distributing alcohol to other students		X	X	X	X	X
BSC3	Drugs: Possessing drug paraphernalia	X	X	X	X		
BSC4	Drugs: Violating school board non-prescription (over the counter) medication policy or look-alike drug policy	X	X	X			
BSC5	Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment, imitation tobacco products	X	X	X	X		
BSC6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.			X	X	X	
BSC7	Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			X	X	X	
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment		X	X	X		
BSC9	Bus: Distracting the bus driver	X	X	X			
BSC10	Bus: Endangering the safety of others on the bus	X	X	X	X		
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm		X	X	X	X	
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	X	X	X			
BSC14	Fighting that results in no injury as determined by the school administration	X	X	X			

SBAR	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X	X		
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			
BSC17	Shoving, pushing, striking, biting another student with no visible injury	X	X	X			
BSC18	Exposing body parts, lewd or indecent public behavior	X	X	X	X		
BSC19	Physical contact of a sexual nature - patting body parts, pinching, tugging clothing,	X	X	X	X		X
BSC21	Stalking as described in the Code of Virginia section §18.2-60.3			X	X		X
BSC22	Stealing money or property using physical force (no weapon involved)			X	X	X	
BSC24	Leaving school grounds without permission	X					
BSC25	Trespassing		X	X			
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another		X	X	X	X	
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.				X	X	

SBAR	Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO1	Assault: Intending to cause physical injury to another person	X	X	X	X		
BESO2	Assault and Battery: Causing physical injury to another person			X	X	X	X
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	X	X	X			
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X		
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO8	Drugs: Social sharing of controlled substances, illegal drugs, synthetic hallucinogens, or unauthorized prescription medications (without the intent of changing ownership)			X	X	X	X
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X	X	
BESO10	Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	X	X	X	X		
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.				X	X	
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members (not including written threats).	X	X	X	X		
BESO13	Threatening, intimidating, or instigating violence, injury, or harm to another student(s) or other(s) (not including written threats).	X	X	X	X		

SBAR	Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO14	Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing and social media posts which include videos/pictures. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.	X	X	X	X		notify when it is to a staff member
BESO15	Using any object not generally considered to be a weapon to threaten or attempt to injure school personnel, students, or others					X	
BESO16	Using any object not generally considered to be a weaponto threaten or attempt to injure student(s) or other(s)					X	
BESO17	Bomb threat-Making a bomb threat	X	X	X	X	X	X
BES018	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)						Law Enforcement reports to the Division

Secondary Schools Leveled Responses To Student Behaviors

SBAR	Category A: Behaviors that impede the Academic Progress (BAP) of the student or of other students	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BAP1	Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X				
BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X				
BAP3	Scholastic dishonesty (cheating, plagiarism, unapproved use of artificial intelligence tools)	X	X	X			
BAP4	Unexcused tardiness to class	X	X				
BAP5	Unexcused tardiness to school	X	X				

SBAR	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSO1	Altering an official document or record	X	X	X			
BSO2	Giving false information, misrepresentation	X	X	X			
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X	X		
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X	X			
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X	X		
BSO7	Dress Code Violation	X	X				
BSO8	Gambling (games of chance for money or profit)	X	X	X	X		
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X	X			
BSO10	Possession of stolen items	X	X	X			
BSO11	Unauthorized use of school electronic or other equipment	X	X				

SBAR	Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSO12	Violation of Acceptable Use of Technology/internet policy	X	X				
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X	X	X			
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X	X		
BSO15	Student is not going to class as assigned	X	X	X			
BSO16	Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance)	X	X	X			

SBAR	Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
RB1	Bullying with no physical injury (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X			
RB2	Cyberbullying (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X			
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	X	X	X		
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X	X	X		
RB5	Stealing money or property without physical force	X	X	X			
RB6	Speaking to another in an uncivil, discourteous manner	X	X	X	X		
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X	X		
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X	X		
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability		X	X	X		
RB10	Failure to respond to questions or requests by staff	X	X	X	X		
RB11	Unwanted or inappropriate physical contact	X	X	X	X	X	

SBAR	Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BSC1	Alcohol: Possessing, using alcohol, or being under the influence of alcohol.		X	X	X	X	
BSC2	Alcohol: Distributing alcohol to other students			X	X	X	
BSC3	Drugs: Possessing drug paraphernalia		X	X	X	X	
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy.	X	X	X	X		
BSC5	Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment, imitation tobacco products		X	X	X		
BSC6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.		X	X	X	X	
BSC7	Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.		X	X	X	X	
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment		X	X	X	X	
BSC9	Bus: Distracting the bus driver	X	X	X			
BSC10	Bus: Endangering the safety of others on the bus	X	X	X	X	X	
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm			X	X	X	
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	X	X	X	X	X	
BSC14	Fighting that results in no injury as determined by the school administration		X	X	X	X	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X	X		
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X	X		
BSC17	Shoving, pushing, striking, biting another student with no visible injury		X	X			
BSC18	Exposing body parts, lewd or indecent public behavior	X	X	X	X	X	
BSC19	Physical contact of a sexual nature - patting body parts, pinching, tugging clothing,	X	X	X	X	X	X
BSC21	Stalking as described in the Code of Virginia section §18.2-60.3		X	X	X	X	X
BSC22	Stealing money or property using physical force (no weapon involved)			X	X	X	
BSC24	Leaving school grounds without permission	X					
BSC25	Trespassing		X	X	X		
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another			X	X	X	
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.				X	X	

SBAR	Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
BESO1	Assault: Intending to cause physical injury to another person		X	X	X		
BESO2	Assault and Battery: Causing physical injury to another person			X	X	X	
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration		X	X	X	X	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused			X	X	X	
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	X
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications				X	X	X
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications				X	X	X
BESO8	Drugs: Social sharing of controlled substances, illegal drugs, synthetic hallucinogens, or unauthorized prescription medications (without the intent of changing ownership)			X	X	X	X
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X	
BESO10	Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	X	X	
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.					X	
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member, or members (not including written threats)		X	X	X	X	
BESO13	Threatening or instigating violence, injury, or harm to another student(s), or other(s) (not including written threats)		X	X	X	X	
BESO14	Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) in writing and social media posts which includes videos/pictures. If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.		X	X	X	X	notify when it is a staff member
BESO15	Using any object not generally considered to be a weapon to threaten or attempt to injure school personnel.					X	X
BESO16	Using any object not generally considered to be a weapon to threaten or attempt to injure student(s) or other(s)					X	X
BESO17	Bomb threat-Making a bomb threat				X	X	X
BES018	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)						Law Enforcement reports to the Division

K-12 Persistently Dangerous Category

SBAR	Persistently Dangerous Category - Behaviors described in the Virginia's Unsafe School Choice Policy required by federal law	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement
	Sub-Category I						
PD1	Homicide - Firearm					X	X
PD2	Homicide- Other Weapon					X	X
PD3	Sexual Assault					X	X
PD4	Attempted Sexual Assault					X	X
PD5	Use of a Bomb					X	X
	Sub-Category II						
PD6	Assault with Firearm or Weapon					X	X
PD7	Actual or Attempted Robbery				X	X	X
PD8	Kidnapping/Abduction					X	X
PD9	Malicious Wounding without a Weapon					X	X
PD10	Aggravated Sexual Battery on a Student					X	X
	Sub-Category III						
PD11	Illegal Possession of Handgun					X	X
PD12	Illegal Possession of Rifle or Shotgun					X	X
PD13	Illegal Possession of Any Other Projectile Weapon					X	X
PD14	Illegal Possession of Bomb					X	X
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1					X	X
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell				X	X	X

Disciplinary Authority of the School Board under Certain Circumstances (§ 22.1-277.2:1)

A. A school board may, in accordance with the procedures set forth in this article, require any student who has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (ii) found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) found to have committed a serious offense or repeated offenses in violation of school board policies; (iv) suspended pursuant to § 22.1-277.05; or (v) expelled pursuant to § 22.1-277.06, 22.1- 277.07, or 22.1-277.08, or subsection B of § 22.1-277, to attend an alternative education program. A school board may require such student to attend such programs regardless of where the crime occurred. School boards may require any student who has been found, in accordance with the procedures set forth in this article, to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of school board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

   As used in this section, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

B. A school board may adopt regulations authorizing the division superintendent or designee to require students to attend an alternative education program consistent with the provisions of subsection A after (i) written notice to the student and his parent that the student will be required to attend an alternative education program and (ii) notice of the opportunity for the student or

his parent to participate in a hearing to be conducted by the division superintendent or designee regarding such placement. The decision of the superintendent or designee regarding such alternative education placement shall be final unless altered by the school board, upon timely written petition, as established in regulation, by the student or his parent, for a review of the record by the school board.

C. A school board may adopt regulations authorizing the principal or designee to impose a short-term suspension, pursuant to § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in subsection G of § 16.1-260, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

Mandatory Reporting to Law Enforcement (§ 22.1-279.3:1(A))

The following is a list of incidents which school officials must immediately report to local law enforcement in accordance with the Code of Virginia § 22.1-279.3:1(A):

1. The assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
2. The assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in the Code of Virginia § 18.2- 60.3, on a school bus, on school property, or at a school-sponsored activity;
3. Any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance (as defined in § 18.2-247), or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
4. Any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
5. The illegal carrying of a firearm, as defined in the Code of Virginia § 22.1-277.07, onto school property;
6. Any illegal conduct involving fire bombs, explosive materials or devices, or hoax explosive devices, as defined in the Code of Virginia § 18.2-85, or explosive or incendiary devices, as defined in the Code of Virginia § 18.2-433.1, or chemical bombs, as described in the Code of Virginia § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
7. Any threats or false threats to bomb, as described in the Code of Virginia § 18.2-83, made against school personnel or involving school property or school buses;
8. The arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.

Student Code of Conduct Guidelines (Policy JFC, Student Conduct)

Disciplinary consequences are actions taken to correct inappropriate or unsafe behaviors. Through teacher interventions and school-wide positive behavior models, WJCC staff members work to prevent inappropriate and unsafe behaviors before they start or to intervene to keep these behaviors from escalating. In order to maintain a safe and appropriate educational environment for students and employees, all division employees are required to report violations of the Student Code of Conduct to the appropriate school administrator.

The offenses outlined in this document are the most common infractions of school and bus rules. Students may be disciplined for conduct that is not described herein, but which interferes with the educational process or threatens the safety or welfare of staff or students. School officials are authorized to use any and all disciplinary actions permitted by Virginia law.

Additionally, many of these offenses may be considered violations of the law.

Students and parents may be held financially responsible for damages incurred as a result of violations of the Student Code of Conduct. The school board may take action against a student or the student's parent(s) for any loss, or destruction of or failure to return property owned by or under the control of the school board. Such action may include seeking reimbursement from a student or the student's parent(s) for any such loss, or destruction of or failure to return school property.

Any violation of school rules can result in disciplinary action; however, serious or repeated violations will result in an automatic referral for a disciplinary hearing and can result in suspension or expulsion. In addition, the principal shall make any required report to the superintendent, to law enforcement, and to the parent pursuant to Va. Code § 22.1-279.3:1. Principals will also report any acts that may constitute a criminal offense to the parents of any minor student who is the specific object of the offense and that the parents may contact law enforcement for further information. Unless specifically indicated, the list of violations shall apply to all students, on all school property and at all school activities and functions, including, but not limited to, field trips and athletic events, before and after-school programs, and summer school sessions, including going to and returning from those activities and events. The rules also apply to students coming to and returning from school, including, but not limited to, school bus stops and the bus.

WILLIAMSBURG
JAMES CITY COUNTY
PUBLIC SCHOOLS
EST. 1955

Policies

Schools are responsible for creating a safe, respectful, and welcoming environment where all students can learn and grow. To help make this possible, our school division follows a set of policies that explain how students are expected to behave, how we respond to different situations, and how we ensure fairness and safety for everyone. This guide provides an overview of those key policies in a simple and easy-to-understand format, so students and families know what to expect, what their rights are, and how we work together to support positive behavior in our schools. All policies can be found at https://go.boarddocs.com/vsba/wjcc/Board.nsf/Public

Scan, tap or click on the QR code to view more information about the associated policy.

Student Conduct (JFC)

Policy Overview

The Student Conduct policy outlines the expected standards of behavior for all students within the school division. It emphasizes the importance of mutual respect, responsibility, self-discipline, and the creation of a safe and orderly school environment. Students are expected to act in ways that support the educational mission of the school, both during school hours and at all school-related events, including those off-campus.

This policy establishes a common foundation for student behavior and provides a framework for all other conduct-related policies. It affirms the role of teachers, administrators, and school staff in enforcing rules and promoting positive behaviors.

Disciplinary Relevance

When students fail to meet behavioral expectations, disciplinary responses are determined using the standards set forth in this policy. Consequences for violations can range from verbal warnings and parent contact to more formal disciplinary actions such as suspension or expulsion.

The policy is designed to promote consistency, fairness, and due process in the administration of discipline and to ensure that interventions and consequences are appropriate for the behavior exhibited.

Student Conduct on School Buses (JFCC)

Policy Overview

This policy governs student behavior on school buses to ensure the safety and efficiency of transportation services. Students are expected to follow the bus driver's instructions, remain seated, speak quietly, and behave responsibly while boarding, riding, and exiting the bus.

The school bus is considered an extension of the classroom, and therefore, all school rules apply. Inappropriate behavior such as fighting, profanity, bullying, or tampering with safety equipment is prohibited.

Disciplinary Relevance

Consequences for bus misconduct may include assigned seating, detention, loss of bus privileges, or suspension depending on the severity of the infraction. Repeated violations or dangerous behavior can result in a longer-term removal from the bus.

The goal of this policy is not only to enforce rules but also to protect students and drivers by promoting respectful and safe conduct during transportation.

Weapons in School (JFCD)

Policy Overview

This policy strictly prohibits the possession or use of any weapon on school property, at school events, or on school buses. Weapons include but are not limited to firearms, knives, explosives, and any item used to threaten, intimidate, or cause harm.

The presence of a weapon at school endangers the safety of all students and staff and is considered a serious offense that must be addressed immediately.

Disciplinary Relevance

Students found in violation of this policy may face immediate suspension, expulsion, and possible criminal charges. School officials are required to report certain violations to law enforcement in accordance with state and federal regulations.

This policy underscores the division's zero-tolerance approach to weapons and reinforces the commitment to maintaining a safe learning environment.

Threats or Acts of Violence (JFCE)

Policy Overview

The Threats or Acts of Violence policy prohibits students from engaging in any behavior that threatens or physically harms others. This includes direct or indirect threats, verbal abuse, intimidation, fighting, and any conduct that causes individuals to fear for their safety. The policy applies to all school properties, school-sponsored events, and transportation services.

It seeks to uphold a culture of safety and respect by preventing violence before it occurs and addressing incidents in a timely,

serious manner. The school division has a responsibility to provide a secure environment for all students and staff.

Disciplinary Relevance

Disciplinary actions for threats or violent behavior can range from suspension and referral to counseling to long-term suspension or expulsion, depending on the severity and circumstances. In many cases, the school is also required to notify law enforcement.

Administrators must conduct thorough investigations and consider the context of the threat or behavior. A threat assessment team may be involved to evaluate the risk and determine appropriate support or consequences.



Gang Activity or Association (JFCF)

Policy Overview

The Gang Activity policy addresses the presence of gangs and gang-related behavior in schools. Students are prohibited from engaging in gang-related activities, including recruitment, gestures, clothing, graffiti, or intimidation. Gang activity undermines the safety and integrity of the school environment and is treated as a significant disciplinary issue.

This policy is in place to prevent the spread of gang influence and to ensure that schools remain spaces focused on learning, not fear or coercion.

Disciplinary Relevance

Students found participating in gang-related behavior may face disciplinary actions such as suspension, expulsion, or alternative placement. Schools are encouraged to partner with local law enforcement and community agencies to support prevention efforts.

Discipline is combined with education and outreach, offering students the chance to disengage from negative influences and receive intervention support where appropriate.



Disciplining Students with Disabilities (JGDA)

Policy Overview

This policy ensures that when disciplining students with disabilities, the school division complies with federal laws including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Before disciplinary removal beyond 10 cumulative days, a manifestation determination could be held to decide if the behavior was related to the student's disability or a failure to implement the IEP or 504 Plan.

This process protects the rights of students with disabilities and ensures they receive a Free Appropriate Public Education (FAPE), even when behavioral concerns arise.

Disciplinary Relevance

If the behavior is found to be a manifestation of the student's disability, the team must address the behavior through changes to the IEP or behavior intervention plan rather than traditional discipline. In such cases, students cannot be removed without additional procedural safeguards.

This policy helps staff approach discipline for students with disabilities thoughtfully and legally, promoting both accountability and support.



Student Suspension/Expulsion (JGD/JGE)

Policy Overview

This policy outlines the procedures and expectations related to student suspensions and expulsions within the school division. It emphasizes that maintaining a safe, orderly, and conducive learning environment is a priority, and disciplinary actions—including short-term suspensions, long-term suspensions, and expulsions—are used when student behavior significantly disrupts the school setting or threatens the safety of others. The policy details the authority of school principals to administer suspensions and describes the due process rights of students, including the right to be informed of the charges, to present their version of events, and to appeal disciplinary actions. Additionally, the policy affirms the school board's role in reviewing long-term suspensions and expulsion recommendations, and it aligns with state law by ensuring equitable application of discipline and protections for students with disabilities.

Disciplinary Relevance

Before a long-term suspension/expulsion can be enacted, a disciplinary hearing is held where evidence is reviewed, and the student has an opportunity to respond. Students and their families must be informed of their rights and the appeals process.

Expulsion separates the student from the school but does not absolve the division of its responsibility to explore alternative education options when required by law.



Equal Educational Opportunities/Nondiscrimination/ Harassment (JB)

Policy Overview

Policy JB guarantees that all students in the school division are entitled to equal access to educational programs and services. This includes protection against discrimination based on race, color, national origin, religion, sex, gender identity, sexual orientation, or disability. The policy reflects the division's commitment to creating a learning environment where all students feel welcome and valued.

It further ensures that any barriers to student access, participation, or achievement are addressed proactively. By emphasizing equity, the policy supports not only academic success but also the social and emotional development of every student.

Disciplinary Relevance

The policy directly influences how disciplinary actions are administered to prevent bias or discrimination. Staff are trained to apply disciplinary measures fairly and consistently, with attention to each student's context and background.

Any student who believes they have been disciplined unfairly or in violation of this policy has the right to report and seek redress through the school division's grievance procedures.



Title IX (JBCC/GBCC)

Policy Overview

This policy prohibits all forms of harassment, including sexual harassment, based on protected characteristics such as race, national origin, disability, religion, sex, and gender identity. It applies to both students and employees and covers conduct occurring on school grounds, during school activities, and via electronic communication. Harassment includes unwelcome conduct, verbal or physical, that interferes with a person's educational experience or creates a hostile environment.

The policy establishes clear procedures for reporting, investigating, and addressing complaints of harassment. Retaliation against individuals who file complaints or participate in investigations is strictly prohibited.

Disciplinary Relevance

Violations of this policy are treated as serious offenses and may result in disciplinary action, including suspension or expulsion for students and termination for employees. A formal investigation process is triggered when complaints are received, and appropriate corrective measures are taken based on findings.

This policy promotes accountability and aims to ensure that all members of the school community feel safe, respected, and supported.

Williamsburg-James City County Public Schools 2026-27 Student Code of Conduct Acknowledgment

Name _____

School _____

Grade _____ Teacher _____

Student Acknowledgment

This is to acknowledge that I have received a copy of the Student Code of Conduct. I have reviewed the contents and I had an opportunity to ask questions about anything that I did not understand. I have read and clearly understand the Areas of Offenses as well as the possible consequences.

In signing this document, I agree to abide by the Student Code of Conduct and to seek peaceful resolution to any conflict that affects me or my school. I further acknowledge that I have taken this handbook home to review with my parent(s)/guardian(s).

Student's Signature _____

Date _____

Parent/Guardian Acknowledgment

I have read the Williamsburg-James City County Public Schools Student Code of Conduct and agree to discuss it periodically with my child. I realize that I may contact the school for assistance in understanding any rule, regulation or consequence.

Parent/Guardian Signature _____

Date _____

A copy of the signed documentation shall be retained in the student's records.

WILLIAMSBURG-JAMES CITY COUNTY
PUBLIC SCHOOLS | EST. 1955

2026-27 School Year Calendar

Legend

- Schools & Offices Closed
- Student Holiday / Staff CLP (Collaboration, Learning, & Planning) Day
- PK-5 Student Holiday / Staff CLP (Collaboration, Learning, & Planning) Day
- Student & Teacher Holiday
- Early Release (PK-12)
- Early Release (K-12); PK Student Holiday
- Early Release (9-12)
- Marking Period Begins

Key Dates

August
24 ..... First Day of School

September
4 ..... Student & Teacher Holiday
7 ..... Labor Day
25 ..... PK-5 Student Holiday / Staff CLP Day

October
12 ..... Student Holiday / Staff CLP Day
29 ..... 2nd Marking Period Begins

November
2-3 ..... Student Holiday (Family Conferences)
25-27 ..... Thanksgiving Break

December
11 ..... PK-5 Student Holiday / Staff CLP Day
21-31 ..... Winter Break

January
1 ..... New Year's Day
18 ..... Martin Luther King, Jr. Day
25 ..... Student Holiday / Staff CLP Day
26 ..... 3rd Marking Period Begins

February
15 ..... Presidents' Day

March
5 ..... Student Holiday / Staff CLP Day
29 ..... 4th Marking Period Begins

April
2 ..... Early Release (K-12); PK Student Holiday
5-9 ..... Spring Break

May
31 ..... Memorial Day

June
4, 7 ..... Early Release (9-12)
8, 9 ..... Early Release (PK-12)
9 ..... Last Day of School

Fall Semester

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

What's on the menu?

Scan the QR Code to view breakfast and lunch menus.



Spring Semester

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	28	26	27
28						

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

*Make up days will be determined at the discretion of the Superintendent using a combination of banked time, holidays, and staff days.

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Adopted 3/24/26