



STUDENT

Rights & Responsibilities

Grades K-12 2024-25

A Guide for Families

Navigating a **SAFE** and **REWARDING** school experience with your child!



August 2024

Dear Parents and Families,

On behalf of Fairfax County Public Schools (FCPS), I welcome you and your children to the 2024-25 school year. I am confident this year will be filled with affirming and validating opportunities that continue to yield exceptional learning, growth, and achievement for every student. The wellness and academic future of our community's young people is essential. In FCPS, we take this responsibility very seriously. We encourage strong working relationships with our families to best serve our students in every facet of their lives.

The 2024-25 *Student Rights and Responsibilities: A Guide for Families* explains expectations for student behavior and adult responses to enhance school safety and create a fair, equitable, and supportive school environment. We know that students learn best when expectations for behavior are clear, consistent, fair, and developmentally appropriate; build on strong relationships between teachers and students; and engage families at every opportunity. In FCPS, we understand that discipline policies and practices must provide opportunities for students to reflect, problem-solve, and build positive relationships. Therefore, through such interventions as the restorative justice process, our disciplinary response aims to give both students and adults an opportunity to make responsible decisions and interact respectfully in the classroom and throughout the school. Disciplinary practices in FCPS focus on preventing problem behaviors and provide a leveled system of responses that uses instructional, restorative, and age-appropriate interventions before removing students from class or from school.

As we begin a new school year, please be assured that our school division maintains a commitment to providing a caring and inclusive climate and culture where all students are welcomed, respected, valued, and supported. It is our goal that every child is fully engaged, academically challenged, and prepared for success in school and beyond. Partnering with FCPS families is our imperative, and we ask that you use this document as a guide for discussing these expectations with your child so that they are well prepared for success when the 2024-25 school year begins. You will also find that this publication includes information that you may need throughout the school year, including contact numbers and other resources.

The current version of the Student Rights and Responsibilities (SR&R) can be found in the appendix to this booklet and is also available at [SR&R](#). It will be updated during the year online, if necessary.

- Please log in to your SIS ParentVue account to acknowledge receipt of this document, as required by law.
- Please review and sign by September 30, 2024.

I am grateful for your support and look forward to collaborating with you this year. Please contact your child's teacher or principal should you have questions about this document or if we can be of assistance to you.

Sincerely,



Michelle C. Reid, Ed.D.
Superintendent of Schools

**SIGN INTO YOUR SIS PARENTVUE ACCOUNT AND ACKNOWLEDGE RECEIPT
or
SIGN AND RETURN TO YOUR CHILD'S SCHOOL NO LATER THAN
September 30, 2024**

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- A. Acceptable Use Policy for Student Network Access
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Important Contact Information

The following telephone numbers are for offices within Fairfax County Public Schools that can assist parents/families when questions or concerns arise. The numbers outlined in the box are for community resources that can assist with crises and/or mental health concerns.

Equity and Student Conduct	571-423-1190
Student Safety and Wellness	571-423-4270
School Counseling Services	571-423-4420
School Psychology Services	571-423-4265
School Social Work Services	571-423-4300
Nontraditional School Programs	571-423-4202
Intervention and Prevention Services	571-423-4020
Family Resource Center	703-204-3941
Superintendent	571-423-1010
Hearings Office	571-423-1280
Office of the Ombuds	571-423-4014
School Safety and Security	571-423-2000

Region Assistant Superintendents:

Region 1	571-423-1110
Region 2	571-423-1120
Region 3	571-423-1130
Region 4	571-423-1140
Region 5	571-423-1150
Region 6	571-423-1160

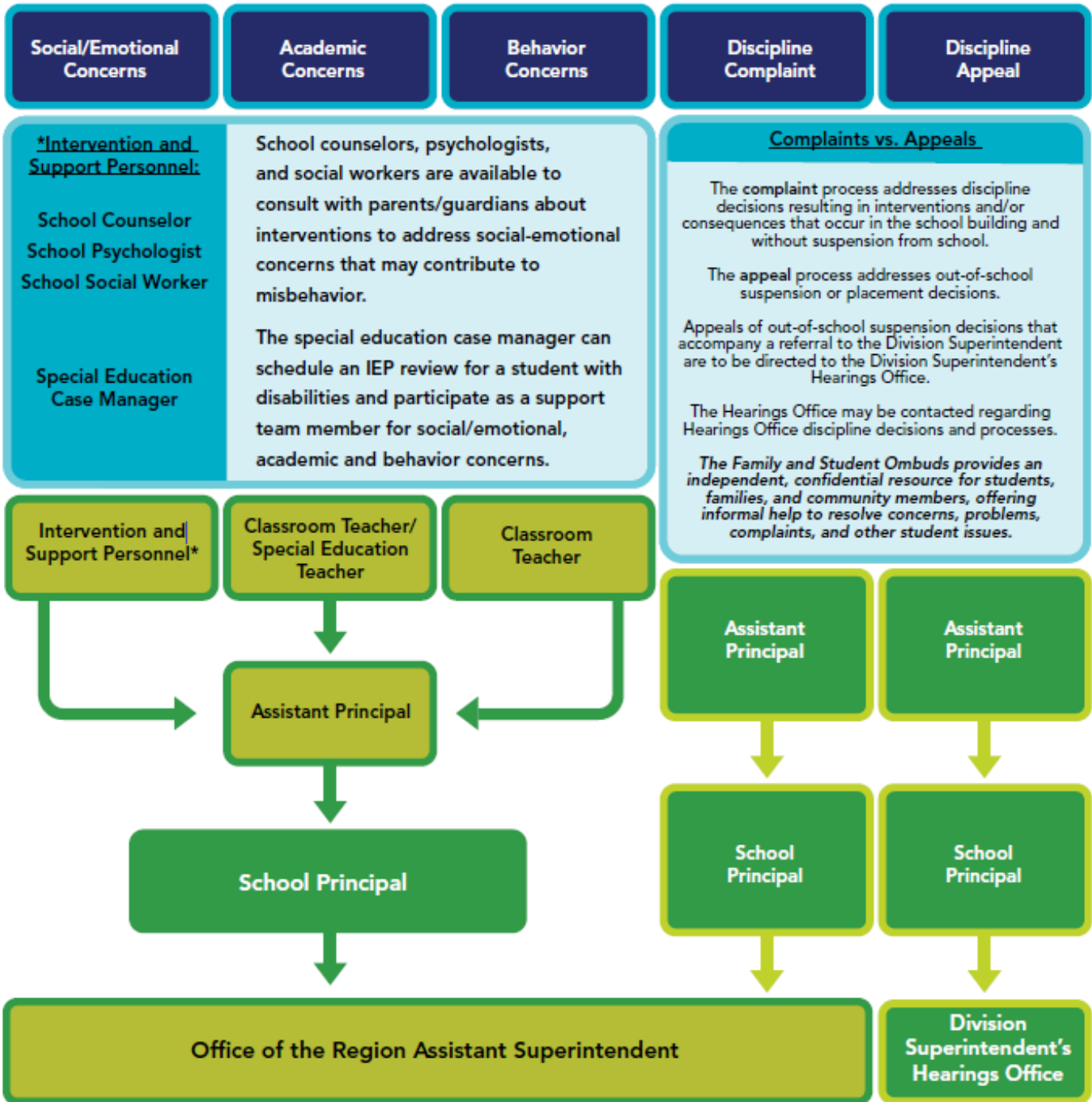
Emergency Numbers (available 24/7)

Merrifield/CSB Emergency Mental Health	703-573-5679
PRS/Crisis Link	703-527-4077
	1-800-273-TALK (8255)
Crisis Text	Text NEEDHELP to 85511

Additional details about FCPS emergency procedures are available at [FCPS Emergency Planning and Crisis Response](#).

WHO DO I CONTACT?

Please refer to the flowchart below to determine who to contact if you have a concern or need support.



Questions or concerns regarding your options?
Office of Equity and Student Conduct (571-423-1190)

Additional support information can be found in the Parent Advocacy Handbook at
<https://www.fcps.edu/parentadvocacyhandbook>

Student Rights & Responsibilities

A Guide for Families

We have created the *Student Rights & Responsibilities: A Guide for Families* to assist you in your efforts to help your child understand school rules and expectations. These rules apply during school, in both the classroom and the virtual environment, at school-sponsored activities, and include interactions between students as they travel to and from school. Students will receive a shortened version of this guide that is appropriate for their age, and teachers will review the rules with them during the first weeks of school. We encourage you to discuss these expectations with your child. For your convenience, the entire booklet, including links to referenced regulations, can be found online at www.fcps.edu/srr.

A complete copy of the regulation regarding student discipline is included in the Appendix. If you have questions about any of the information, please do not hesitate to talk with your child's teacher or principal.

Your child's behavior at school directly impacts academic success and school safety. Please read this guide and discuss it with your child.

Parents/Guardians are essential partners in helping their children learn how to exhibit positive and prosocial behaviors, make ethical choices, and be accountable for their actions.

This family guide is a supplementary tool intended to summarize policies, regulations, and procedures as they existed at the time of publication, and which are subject to change without notice. The Virginia Board of Education and Fairfax County Public Schools (FCPS) reserve the right to enforce changes immediately. In any dispute, the official regulation in effect at the time of an incident will govern and will supersede the language in this guide.



The current regulations and policies can be found at <https://www.fcps.edu/policies-and-regulations>.

Printed copies are available to those who do not have online access.

The Mission

The Fairfax County Public Schools system inspires and empowers students to meet high academic standards, lead healthy, ethical lives, and be responsible and innovative global citizens.

- ***Strategic Plan Goal 1: Strong Start: PRE-K-12***
- ***Strategic Plan Goal 2: Safe, Supported, Included, and Empowered***
- ***Strategic Plan Goal 3: Academic Growth and Excellence***
- ***Strategic Plan Goal 4: Equitable Access and Opportunity***
- ***Strategic Plan Goal 5: Leading for Tomorrow's Innovation***

The Fairfax County School Board is committed to ensuring that every school in the Fairfax County Public Schools system (FCPS) promotes a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful, and where every child is reached, challenged, and prepared for success in school and in life. Collaboration with parents/guardians is essential to reaching this vision.

Disciplinary practices in FCPS focus on prevention of problem behaviors and provide a leveled system of responses to behavior and discipline incidents that uses instructional, restorative, and age-appropriate responses. FCPS considers the unique needs of each child and works collaboratively with families to support these needs. No student in FCPS shall, on the basis of age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.

Fairfax County Public Schools uses a [Multi-Tiered System of Support](#) (MTSS) to support the individual needs of each student using a whole-child approach. MTSS is a framework through which teams make decisions based on data to provide differentiated classroom instruction and the necessary academic, behavior, and social-emotional wellness supports for all students across all schools.

Student Rights

The Constitution and the laws of the United States and the Commonwealth of Virginia give students many legal rights and liberties. School Board policies and regulations provide students many privileges as well, according to their ages and maturity levels. Students may exercise these rights and privileges as long as they do not interfere with the rights of others or the schools' ability to provide a safe learning environment.

FCPS students have...

- ✓ The right to learn.
- ✓ The right to feel safe while at school and on school property.
- ✓ The right to privacy and to receive reasonable, non-stigmatizing accommodations regardless of underlying reasons.
- ✓ The right to feel respected and to be treated with respect at school, in the classroom, on the school bus, and at school-sponsored events.
- ✓ The right to use school facilities and equipment as long as it is done with care and respect.
- ✓ The right to receive support to ensure the safe and equitable access to all school division facilities and activities, in accordance with Regulation 2603.
- ✓ The right to equitable access to the learning environment, educational materials, and extracurricular activities.
- ✓ The right to a school and classroom environment that affirms the identity of all students and is responsive, caring, and inclusive.
- ✓ The right to have their personally identifiable information and citizenship or immigration status protected from unauthorized sharing.

Students contribute to a quality learning experience by coming to class every day with a positive attitude, personal integrity, and a commitment to making good choices.

Student Responsibilities

FCPS expects students to balance expression of their *rights* with observance of their *responsibilities*. Even the youngest children can demonstrate accountability by treating others fairly and following the rules.

In FCPS, students have the responsibility to...

- ✓ Attend school regularly, on time, and follow assigned schedules.
- ✓ Follow rules, procedures, and processes.
- ✓ Dress appropriately for a K-12 educational environment.
- ✓ Respect the authority of staff members.
- ✓ Respect the rights and property of others.
- ✓ Respect others' beliefs and differences.
- ✓ Refrain from using words, images, or gestures that are obscene, violent, disruptive, or disrespectful.
- ✓ Resolve disputes peacefully.
- ✓ Refrain from bullying or hurting other students.
- ✓ Tell school staff members about any behavior that may cause danger to anyone.
- ✓ Request access to social, emotional, and behavioral supports when needed.

The Rules of Student Conduct apply to students at all times when...

- **In school buildings.**
- **On school grounds.**
- **In virtual classroom environments.**
- **On buses and other school vehicles.**
- **At bus stops.**
- **On the way to or returning from school.**
- **At school and school-related activities both on and off school property.**
- **Off school property and outside school hours if the conduct is detrimental to the school, adversely affects school discipline, or results in a criminal charge or conviction.**

Important Topics to Discuss with Your Child

Helpful Information for a Successful School Experience

This section covers topics about which parents/guardians and students frequently have questions. The regulations found in the appendices explain many of the items in detail.

Other information, such as dress code and cell phone use at school, is intended to help you and your child better understand expectations for conduct that will contribute to a positive and rewarding school experience. Expectations for student behavior, as well as skills for resolving conflicts, managing emotions, and getting along in the classroom are taught to students throughout the year. Children are encouraged and coached each day on how to work with others. When you also speak to your child about treating others with kindness, and keeping school a safe, drug free, and caring place, it can have a huge impact on your child's behavior. When there is a problem at school, the principal will try to reach you and partner with you to improve the behavior. Please be sure the school always has your current contact information.

Attendance

School attendance is a critical component in a child's academic success.

Did you know?

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

In accordance with the [Code of Virginia, Section 22.1-254](#), at the 5th unexcused absence, the school will contact the parents/guardians to develop an attendance plan. If a student accumulates 10 (ten) or more unexcused full day absences, an attendance conference will be scheduled, and the attendance officer or specialist will be notified.

Help is Available:

Parents/guardians are encouraged to contact their child's school if they are concerned that their child is not regularly attending school. We want parents/guardians to know that we will work with them if attendance issues begin to accumulate.

For additional information on school attendance, please visit www.fcps.edu/attendance.

Vaping

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

"E-cigarettes" refer to any electronic vaporizer and are also known by many other names, such as e-cigs, vaporize, e-hookahs, mods, Juul pens, or vape pens.

The Juul "pen", which looks like a flash drive, has become very popular with teens. A Juul "pod" contains the nicotine of 20 cigarettes, and rates of addiction to vaping are very high.

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

Vapor products are not allowed on school grounds or at school sponsored activities. Students who are found to possess, use, or distribute vapor products will be subject to discipline as outlined in Regulation 2601.38.

For additional information and resources, please visit <https://www.centeronaddiction.org/> or www.cdc.gov, or search for "vaping" or "juuling" on www.fcps.edu.

Digital Citizenship and Social Media

Social media provides an easy and fun way for students to connect with friends, share favorite content, and be heard; however, sometimes, children (and adults) make poor choices on social media, and the impact can be long lasting. The following “Do’s and Don’ts” can help ensure students are bringing their best selves to all their social platforms:

Do

- Respect yourself and be yourself.
- Use privacy settings, strong passwords, and turn off location services unless needed.
- Pay attention to red flag feelings. If something makes you feel uneasy or uncomfortable, stop and consult with a trusted adult.
- Block unfriendly connections and treat people the way you would want to be treated; consider different perspectives.
- Slow down and reflect before posting. Posts are permanent and shareable.
- Consider the consequences; imagine what could happen before you decide to post.
- Immediately tell your parents/guardians, teacher, or principal if you see cyberbullying, know of a student in crisis, or if someone threatens to harm themselves or others.

Don’t

- Don’t post obscene, harassing, discriminatory, violent, vulgar, or hateful content.
- Don’t add people you don’t know to your social media accounts.
- Don’t overshare.
- Don’t say anything online that you wouldn’t say in person.
- Don’t get caught up in other people’s drama. You don’t have to take part in a conversation that makes you uncomfortable.
- Don’t feed trolls. If someone is being mean or disrespectful to you, let it go or block them.

Visit <http://bit.ly/FCPSdigcitpublic> for more resources for families.

Administrators and/or other FCPS staff members may be notified if it appears that a student may be in crisis.

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

Bullying

The definition of bullying according to the Virginia Department of Education is:

Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time, or causes severe emotional trauma.

“Bullying” includes cyberbullying.

- Cyberbullying refers to any threats by one student toward another typically through e-mails or on websites (e.g., blogs, social networking sites). Electronic communication that supports deliberate, hostile, hurtful messages intended to harm others is a form of bullying.

“Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

Some key elements of bullying are:

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

To learn more on how FCPS addresses bullying, contact 571-423-4270.

Discrimination, Discriminatory Harassment, Sexual Misconduct, and Retaliation

FCPS Commitment

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

Discrimination

Discrimination is treating someone unequally based on a certain characteristic in a way that interferes with a person’s education and/or academic performance. Discrimination based on a person’s race, color, religion, age, marital status, genetic information, national origin, mental or physical disability, or protected veteran status is strictly prohibited.

Discriminatory Harassment

Discriminatory harassment is unwanted conduct toward an individual based on their actual or perceived age, race, color, sex, gender identity, sexual orientation, religion, national origin, marital status, disability, or any other legally protected class. The conduct must be sufficiently severe such that it creates a hostile educational environment, meaning it denies or limits a student’s ability to participate in or benefit from education programs and activities. Discriminatory harassment may be expressed in various ways, including through physical actions or through verbal, nonverbal, electronic, or written communications. Discriminatory harassment may include conduct such as epithets, various slurs such as racial, deadnaming, and misgendering, negative stereotyping, jokes, written, printed, or graphic material that contains offensive, demeaning, or degrading images or comments.

Discrimination, Discriminatory Harassment, Sexual Misconduct, and Retaliation, continued.

Sex Discrimination

[FCPS Regulation 2118](#) governs the procedures for reports of sex discrimination by students.

[FCPS Regulation 4950](#) governs the procedures for reports of sex discrimination by employees.

Sex discrimination includes hostile environment harassment, rape, sodomy, dating violence, stalking, fondling, statutory rape, and/or incest. To file a complaint of sex discrimination, click on this link: [Report Sex Discrimination](#).

Sexual Misconduct

Sexual misconduct includes unwelcome sexual advances, regardless of sexual orientation; requests for sexual favors; and other inappropriate verbal, electronic, or physical conduct of a sexual nature.

Retaliation

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

Discrimination and Harassment Reporting Process

A Discrimination and Harassment Reporting system is available to allow you and your family to report incidents in which you feel you have experienced bias and/or discrimination. The tool is housed within the Let's Talk Platform and can be accessed by (a) launching the application from Student desktops; or (b) by clicking on this [link on the FCPS website](#) (www.fcps.edu/submit-discrimination-and-harassment-report).

For more information about the FCPS Title IX response and the FCPS discrimination and sexual harassment regulations, contact the Title IX Coordinator at titleixcoordinator@fpcs.edu.

Title IX webpage: <https://www.fcps.edu/title-ix>

Important Topics A-Z

Admission from Another School District or Private School

FCPS may postpone or refuse admission to a student who has been expelled or suspended for more than 30 days from another school district or whose private school has withdrawn admission. School officials carefully review records in order to recommend the best placement for the student.

Alcohol, Tobacco, Drugs

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

Assault, Fighting

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

Attendance

Students who attend school regularly and arrive on time are more likely to perform well academically. In accordance with the [Code of Virginia, Section 22.1-254](#), FCPS expects students to be in school and follow their assigned schedules unless their absence is excused due to illness, a death in the family, a medical or dental appointment, or religious obligations. Parents/guardians must give the school an explanation for any student absence or late arrival. Parents/guardians are asked to call or e-mail the school attendance line if their child will be late or will miss school. If school officials do not receive notice, parents/guardians will get a call and an e-mail through the e-Notify system notifying them that their child has not arrived at school as expected. Absence or tardiness is unexcused if the parent/guardian does not inform the school in advance or supply a note when the student returns to school. Students are required to make up missed work.

Bus Conduct

FCPS bus transportation is an extension of the school day, and the same student behavior standards that apply in the classroom apply on the bus and at the bus stop. Riders are expected to respect the driver's authority, remain in their seats, keep their hands to themselves and their voices low, keep the aisles clear, and generally behave in a way that contributes to a safe, pleasant trip to and from school. A driver may report a student's misconduct to the principal for discipline, and in serious situations, bus privileges may be taken away. See *Standards of Conduct for Students Riding School Buses* for details.

Cell Phones, Laptops, Tablets, Other Portable Devices

FCPS is committed to assisting students and staff members in creating a 21st century learning environment. To support this progress, with the approval of the principal or their designee, the classroom teacher may allow students to use their personal devices during the approved time allowed per school level (smartphones, laptops, netbooks, tablets, etc.) to access the Internet and collaborate with other students during the designated time per grade level as documented in 2601.38P. FCPS is not responsible for loss or damage of students' devices.

Cell Phone Guidelines

Elementary School: Kindergarten-sixth grade (including sixth grade at middle schools)

Phones must be silenced and in backpacks for the duration of the school day. Watches that serve a dual purpose (e.g., smart watch) may be worn; however, phone features (e.g., texting, Internet, calls, etc.) are to be off when phone use is prohibited. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs. Cell phones may be used on campus before and after school, only.

Middle School: Seventh and Eighth Grade

Students in grades 7-8: Phones must be silenced and put away for the duration of the school day. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. Storage may be in a locker, backpack, pencil bag, etc., during the day. Watches that serve a dual purpose (e.g., smart watch) may be worn; however, phone features (e.g., texting, Internet, calls, etc.) are to be off when phone use is prohibited. With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs. Cell phones may be used on campus before the first bell and after the last bell, only. **Note:** In order to ensure cell phone expectations can be operationalized within the three schools' unique structure, Secondary schools (i.e., Robinson Secondary, Lake Braddock Secondary, and Hayfield Secondary) have the flexibility to permit cell phone usage during passing periods as the three schools support students in grades 7-12 who frequently use the same halls for class change.

High School: Ninth-Twelfth Grade

Phones must be silenced and put away during all instructional periods. Phone accessories are also to be silenced and away when phone use is prohibited. Watches that serve a dual purpose (e.g., smart watch) may be worn; however, phone features (e.g., texting, Internet, calls, etc.) are to be off when phone use is prohibited. Storage may be in a locker, backpack, pencil bag, etc., during classes. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs.

Parents/guardians, multi-disciplinary team members, or other persons with knowledge of students who require access to personally owned devices as an accommodation shall make requests for such accommodations through their respective multi-disciplinary team (i.e., 504 Committee, IEP Team, English Language Committee, Multi-Tiered Systems of Support [MTSS] Team).

Disruption

A student who willfully disturbs a class or disobeys the teacher makes it difficult for the rest of the class to stay on task and continue learning and may put others at risk. This is also true at events such as athletic competitions and field trips. Disruptive behavior includes, but is not limited to, defying staff authority, using offensive language or gestures, making threats, and fighting. Laser devices, fireworks, matches, and lighters are also not permitted at school and other school-sponsored activities.

Dress Code

FCPS respects a student's right to express themselves in the way they dress. It is important, however, that their appearance is tasteful and appropriate for a K-12 school setting. Discussions about dress code violations shall be held privately and maintain the dignity of the student.

Clothing and accessories should *not*:

- Display vulgar, discriminatory, or obscene language or images,
- Promote illegal or violent conduct,
- Contain threats or gang symbols,
- Promote the unlawful use of weapons, alcohol, tobacco, drugs, or drug paraphernalia,
- Expose genitalia, chest, buttocks, underwear, or undergarments due to transparency, length, or lack of coverage,
- Obscure the face unless an accommodation is present,
- Constitute a health or safety hazard or be harmful to the building or equipment (i.e., spiked belts).

Note: Sunglasses should not be worn inside the school building except as an accommodation for medical use.

Expression

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

Gambling

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

Gang-Related Activities

All FCPS students deserve to attend school without concern for their welfare or exposure to undesirable peer pressure. Staff members are alert to students whose appearance or behavior indicates they may be involved in a gang that supports intimidation or illegal activities. Signs include certain clothing, tattoos, accessories, trademarks, and/or suspicious group activities. Consequences are serious for students whose appearance or behavior creates a disruption or actively promotes gang affiliation.

Medications at School

To ensure that students take prescription and nonprescription (over the counter) medications safely, including THC-A or cannabidiol oil (with authorization from a licensed practitioner), the school health room must administer the medications. The parent/guardian must bring the medication to the school health room for storage and provide documentation for administering it.

Pledge of Allegiance, One Minute of Silence

In accordance with the Code of Virginia, Students are expected to recite the Pledge of Allegiance ([22.1-202.C](#)) and to observe one minute of silence each day ([22.1-203](#)) unless the student or their parent/guardian objects to participation in such exercises. Nonparticipating students are expected to sit quietly, or to stand silently, and to refrain from engaging in any disruptive or distracting activity. A student's decision to participate or not to participate should be respected.

Police Involvement

Under the Code of Virginia, principals must immediately report certain violations to the police. These include incidents that may be a misdemeanor or felony: assault and battery that results in bodily injury, sexual assault, wounding or stalking a person, conduct that involves alcohol or drugs, threats against school personnel, and conduct involving weapons, bombs, or other explosive devices. Under these circumstances, the principal may contact the school resource officer (SRO). In most situations, the SRO or other police officer will contact the parents/guardians before questioning a child. If there is immediate risk of danger, the SRO will act to alleviate the risk and may question the student without advance notice to parents/guardians. The principal will contact parents/guardians as soon as possible. **Except as noted above, the SRO is not involved in school discipline matters.**

Property Violations

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

Restitution

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

Restorative Justice

A formal process facilitated by trained and skilled facilitators which brings together students involved in wrongdoing and those impacted to discuss the incident, understand who has been affected, and to create an agreement for reparation of harm.

Scholastic Dishonesty

Honorable school citizens take credit only for work that is their own. Deliberately copying or using the work of others is considered cheating, plagiarism, or forgery. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student through any means including the use of generative artificial intelligence (GenAI).

Search, Seizure

FCPS depends on students to help keep schools safe and drug-free. School officials may conduct random inspections of lockers, desks, and other areas on school property. If they have reason to believe a student has a weapon, alcohol, drugs, stolen property, or similar evidence, they may search their backpack, purse, pockets, outer garments, electronic device, or vehicle parked on school property. Items that do not belong at school, or are being misused, may be taken away from the student and returned to the parent/guardian.

Student Activities

School is more meaningful and enjoyable when a student becomes involved in activities such as clubs, teams, performing groups, yearbook, drama, student government, and safety patrols. Participation in these activities is a privilege, and students who participate are expected to maintain good grades and behavior.

Student Advisory Councils

Participation in a high school Student Advisory Council gives students an opportunity to advise the School Board about issues that impact them.

Student Government

By participating in student government at their schools, students experience the rights and responsibilities of self-government and have an active role in managing school affairs. Student governments are required to operate according to established guidelines and direction from school staff. An activity that does not meet guidelines may be cancelled or restricted.

Student Records

FCPS maintains student records in accordance with federal and state laws, under carefully prescribed conditions. Parents/guardians have the right to review their children's official records, and eligible students aged 18 years or older may review their own records. Directory information, such as yearbooks, honor rolls, commencement programs, and sports statistics, may be released without parent/guardian consent.

Students Aged 18 and Older

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

Technology Use

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

Virginia High School League Eligibility

A student earns the privilege to participate in interscholastic athletics by meeting certain standards set by the Virginia High School League, the school district, and the school. Participation is dependent on positive conduct and

citizenship. Meeting the intent and spirit of League standards will prevent the athlete, the team, the school, and the community from being penalized. It is the responsibility of the student and parent/guardian to know the rules.

Visitors

Our schools welcome parents/guardians and other visitors who want to know more about our programs, meet staff members, and tour the facilities. All visitors must register at the school office upon arrival and may be required to wear an identification badge. Meetings and classroom visits should be arranged in advance. People who enter school buildings without reporting to the office or who disturb or interfere with school activities will be prohibited from remaining on school property and may be reported as trespassers.

Weapons

Students are not permitted to possess any gun, knife, explosive device, ammunition, object that is capable of discharging a projectile (pneumatic guns), or other weapon on school property. This includes starter guns, paintball guns, pellet guns, blades, brass knuckles, mace, and similar devices, as well as objects that look like weapons. Consequences are strict and aligned with the Federal Gun-Free Schools Act.

Interventions and Disciplinary Procedures

Principals, teachers, and parents/guardians/families work together to teach students the behavioral, social, and emotional skills needed to be successful in schools and in life. School is a positive place to learn, to make mistakes, and to explore new ideas. Students learn to collaborate, develop empathy for others, manage and express their emotions and behaviors in healthy ways, and take responsibility for their actions. Skills including self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making are taught in various ways throughout a student’s academic career.

The Fairfax County Public Schools system uses a Multi-Tiered System of Support (MTSS) framework to support students’ academic, behavior, social-emotional, and wellness needs. These needs are connected and, as a result, schoolwide practices must support a whole-child approach. School teams make decisions based on data to provide differentiated classroom instruction and teach the necessary skills for all students. FCPS uses the Positive Behavior Interventions and Supports program (PBIS) within the MTSS framework to design, teach, and reinforce necessary skills.

- **Tier 1:** Teach social, emotional, and behavioral skills to all students. Recognize and encourage students when they demonstrate these skills and are responsible citizens of the school.
- **Tier 2:** Provide additional instruction and practice in small groups, in collaboration with families, for students who have not yet developed identified skills.
- **Tier 3:** Develop an individualized intervention, which emphasizes the teaching of new skills, in collaboration with the family and school staff.

Teachers and school administrators use careful judgment and consider many factors including the age of the child, how the child has responded to past interventions, and impact on others in determining when students need help with behavior, and if so, what administrative responses are appropriate.

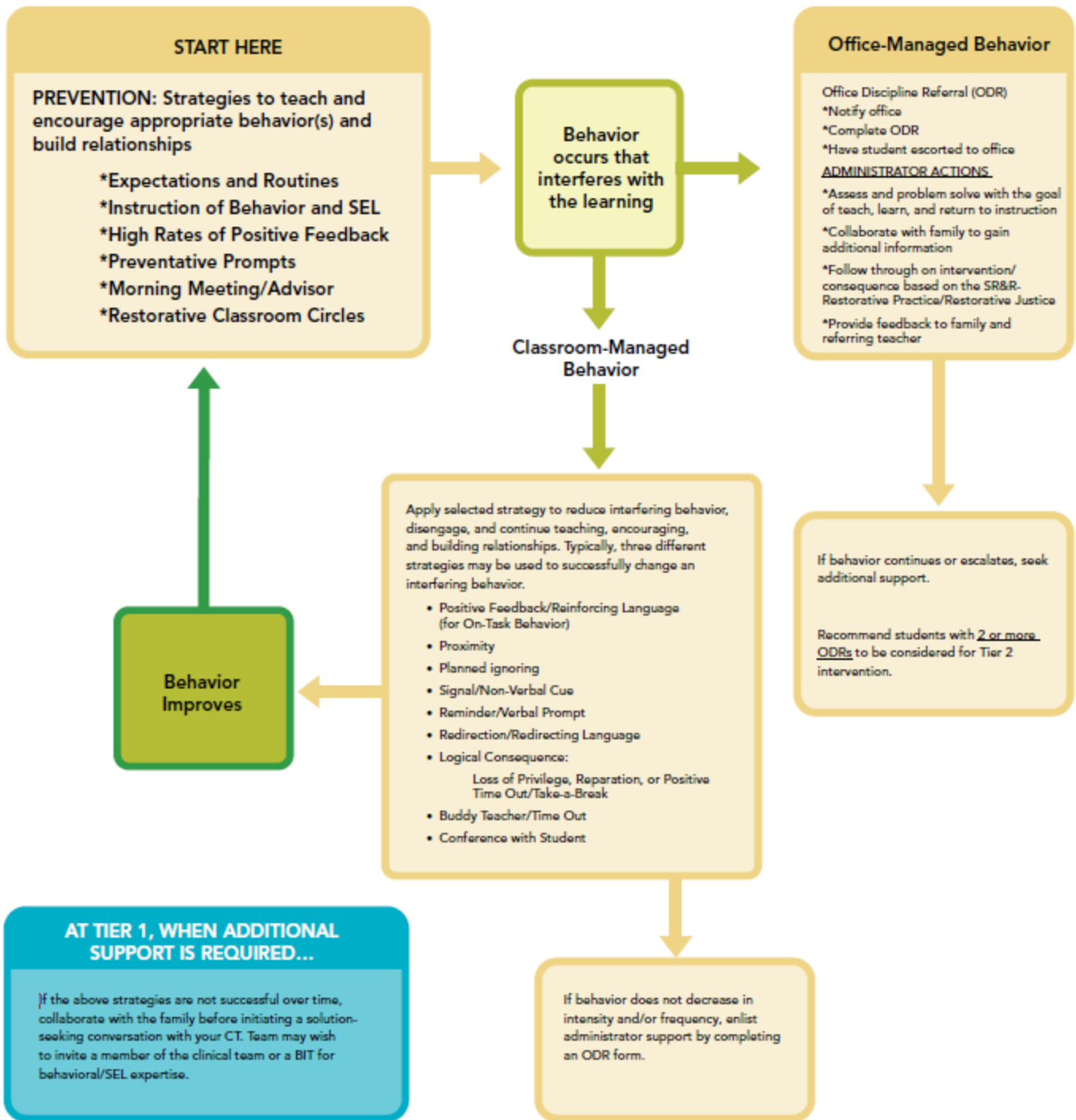
FCPS is committed to the consistent and equitable implementation of discipline policies, regulations, and practices across all schools and educational programs. The charts in Chapter II of Regulation 2601, Appendix D, outline leveled responses typically utilized by administrators as a guide, when addressing student behavior. The levels include social, emotional, behavioral, and academic supports provided by the school. In any given situation, based on unique circumstances, the principal may provide responses and interventions from other levels to best address student needs.

The ***Student and Staff Behavior Support Flowchart*** begins with a list of preventions, which are approaches that build relationships, teach, and encourage behaviors, and promote learning. Strategies such as teaching expectations and routines, instruction of behavior and social and emotional learning skills, high rates of positive feedback, use of preventative prompts, and holding of Morning Meetings or Advisory are recommended. Next, the flowchart addresses when a behavior interferes with learning. Strategies that may be used by the teacher in the moment to stop the behavior are listed. Using a calm, neutral tone, staff may use one or more strategies with the goal of returning to teaching, encouraging, and building relationships as quickly as possible. Strategies are presented from the quickest and easiest to implement, such as offering positive feedback or reinforcing language focused on what should be occurring while using planned ignoring of the problem behavior, moving in proximity to the student, using a signal or non-verbal cue, or a reminder or verbal prompt.

More intensive strategies may be needed for a student to calm and self-regulate or to fix what has been broken or interrupted. In these cases, a logical consequence, one that fits the situation, may be applied such as making an amends, loss of a privilege, or positive time out/take-a-break. Lastly, if a student needs time away from the setting to calm and re-establish self-control, taking a brief time out in class or in another classroom with a Buddy Teacher is appropriate.

If after trying three strategies, the problem behavior does not decrease in intensity and/or frequency, the staff member may ask for an administrator's support by completing an Office Discipline Referral (ODR). It is always best practice for the staff member to conference with a student to truly understand and hear their perspective, insert their voice, and restore the relationship. These conversations are likely to determine solutions and identify possible academic, behavioral, social, and emotional skills that require support. The Behavior Flowchart suggests preferred ways in which the staff responds to student behaviors.

Behavior Support Flowchart



Adapted from PBIS of VA, Midwest PBIS Network & Mid-Atlantic PBIS Network, 2018.

Disciplinary Procedures

Positive approaches to student discipline and collaboration among a parent/guardian, teachers, and school administrators have proven to be the best way to teach expected conduct and responsible citizenship. The school principal determines appropriate responses to most forms of misconduct and will work with you and your child's teacher to determine what interventions might be needed to help ensure the problem behavior does not happen again.

Responses Without Suspension from School

FCPS officials work to help each student understand school rules and how their misconduct may affect others. In most situations, teachers and administrators first use responses that take place at school before considering out-of-school suspension. These responses may include:

- Use of Positive Behavior Interventions and Supports (PBIS),
- Reteach desired behavior,
- Restructure classroom practices based upon needs,
- Address social skills and emotional skills that may contribute to behavior,
- Private admonition and counseling by the teacher,
- Counseling by another member of the staff,
- Parent/Guardian/Teacher/Administrator/Student conference,
- Change in seating,
- Restorative practices or conference,
- Behavior contract/chart,
- After-school detention,
- Lunch detention,
- Temporary removal of privileges (e.g., parking, senior privileges, teams, clubs, and other school-sponsored activities),
- Temporary removal from class,
- Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP).

In chronic or very serious situations, such as bringing a gun on school grounds, distribution, repeated possession, or use of drugs on school grounds, the principal must submit a referral to the Division Superintendent. The principal may also make a referral to the Division Superintendent for other serious offenses, depending on the circumstances of the situation. The principal also includes information about the student's past grades, attendance, behavior, and information provided by teachers, counselors, and others who know the student. By law, certain types of behavior are strictly prohibited and require that the principal make a referral to the Division Superintendent who will determine if additional disciplinary consequences should be imposed.

The following procedures apply when a student is involved in serious misconduct which may result in a suspension for up to 10 days, with a referral to the Division Superintendent:

- The principal will take action to stop the incident, including calling the police or school resource officer (SRO), when necessary, to ensure student and staff safety.
- The principal will attempt to contact a parent/guardian as soon as possible and before questioning the student.
- Students will have a chance to talk with the principal about what happened. The SRO is not present while the principal speaks to students unless there is a safety concern. The principal will

not ask the student for a written statement or continue questioning the student before notifying a parent/guardian. After notifying a parent/guardian, the principal may ask the student in their own words to write down what happened. The student will be told that they do not have to write this statement.

- The principal will give parents/guardians information to help them understand the nature of the offense and the discipline process.
- Students and parents/guardians who disagree with staff decisions may present complaints to teachers, counselors, school administrators, and the region assistant superintendent.
- Parents/guardians may appeal all disciplinary decisions that would cause the student to be kept out of school.

Police Involvement:

- FCPS and local law enforcement agencies have a signed agreement that outlines the role and responsibilities of SROs in the schools. This agreement can be found at <https://www.fcps.edu/node/36886>.
- For some serious, dangerous situations, the law requires that the principal immediately notify the police.
- An SRO may be called by an administrator to provide security, protection, or handling of contraband.
- If the principal is not required by law to immediately notify the police, but believes a law may have been broken, they will attempt to notify parents/guardians before calling the SRO or the police.
- Unless there is an immediate risk of danger, the SRO shall take immediate steps to contact parent/guardian before any questioning of a student.

Full information about each of the procedures listed above is found in Regulation 2601.38P, located in the Appendix of this booklet.

Suspension from School

A principal may remove a student from school for up to ten days (short-term suspension) or recommend to the Division Superintendent that the student be removed for more than ten days (long-term suspension), when a student violates school rules. During suspension from school, the student may not participate in teams, clubs, and other school-sponsored activities, and may also be required to attend an intervention seminar. The student will be assigned work to be completed. The parent/guardian will be asked to come to school and get the assignments, or to make arrangements for another student to pick up the work. Completed assignments should be returned to school for grading. A staff member may call to see how the student is doing.

A student whose presence poses a continuing danger or disruption may be removed from school immediately. The student and parent/guardian will receive notice and have an opportunity to respond as soon as possible.

Referral to the Division Superintendent

When a student commits a serious violation, the principal may submit a referral to the Division Superintendent to determine whether the student will remain at their school, be long-term suspended, reassigned to a different school or program, or recommended to the School Board for expulsion. When a referral to the Division Superintendent is made, the parents/guardians and student have a right to participate in a hearing before the Division Superintendent's hearing officers, who will determine the disciplinary outcome.

When a student is suspended from school pending their hearing, the student is assigned a teacher who will act as a case manager to help the student stay on track with assignments. Other direct support may also be provided.

Reassignment

A student who commits serious and/or repeated school-related offenses, or who is charged with certain serious crimes related to an alleged community-based incident may be reassigned to a different school or program, including to an alternative educational setting. Before a student can be reassigned, the parents/guardians and student have a right to participate in a hearing before the Division Superintendent's hearing officers, who will determine the disciplinary outcome. Parents/guardians may appeal the hearing officer's reassignment decision to the School Board, which will review the appeal on the written record. When FCPS reassigns a student with an IEP for disciplinary reasons, in which the **reassignment** would result in a change of placement, the IEP team will convene to discuss the student's IEP or implementation of the student's IEP at the new location. Because the least restrictive environment (LRE) of a student with a disability is not to be predetermined, it is the duty of the IEP team to discuss, propose, and decide upon the LRE, consistent with the disciplinary decision. Accordingly, the IEP team will consider the views of all members of the meeting.

Alternative Education Programs

A student may be referred to a nontraditional FCPS program that provides intensive supports to students with behavioral and academic difficulties, or a history of absenteeism. These programs help students set their own goals and provide a range of academic supports, counseling, behavior management, and related services. The student and parents/guardians will have the opportunity to tour the programs and talk with staff members about the alternative learning choices available. If the student has significant mental health or substance abuse problems, the principal may also give parents/guardians information about appropriate programs offered in the community where school services are also available. A teacher, the counselor, or principal may recommend that the parent/guardian consider an alternative program and will help make the referral for voluntary placement, if agreed upon.

Expulsion

Students who bring certain weapons or illegal drugs to school must be expelled under Virginia law unless special circumstances are found. Principals may also refer students to the Division Superintendent for other serious violations. Before a student can be expelled, the parents/guardians and student have a right to participate in a hearing before the Division Superintendent and the School Board, where it is determined whether there are special circumstances and whether a different consequence might be more appropriate. If expelled, a student is not permitted to attend any school in FCPS for 365 calendar days, unless the School Board permits the student to attend an alternative educational setting during the expulsion. Expelled students may petition for readmission after one year.

Additional Consequences

A student who has been suspended or referred to the Division Superintendent may have ongoing consequences when the student returns to school. Probationary conditions, community service, drug testing, and restitution are among the measures designed to provide an opportunity for the student to demonstrate that they are taking positive steps as a returning member of the school community.

Parents/Guardians: Steps for Resolving Concerns

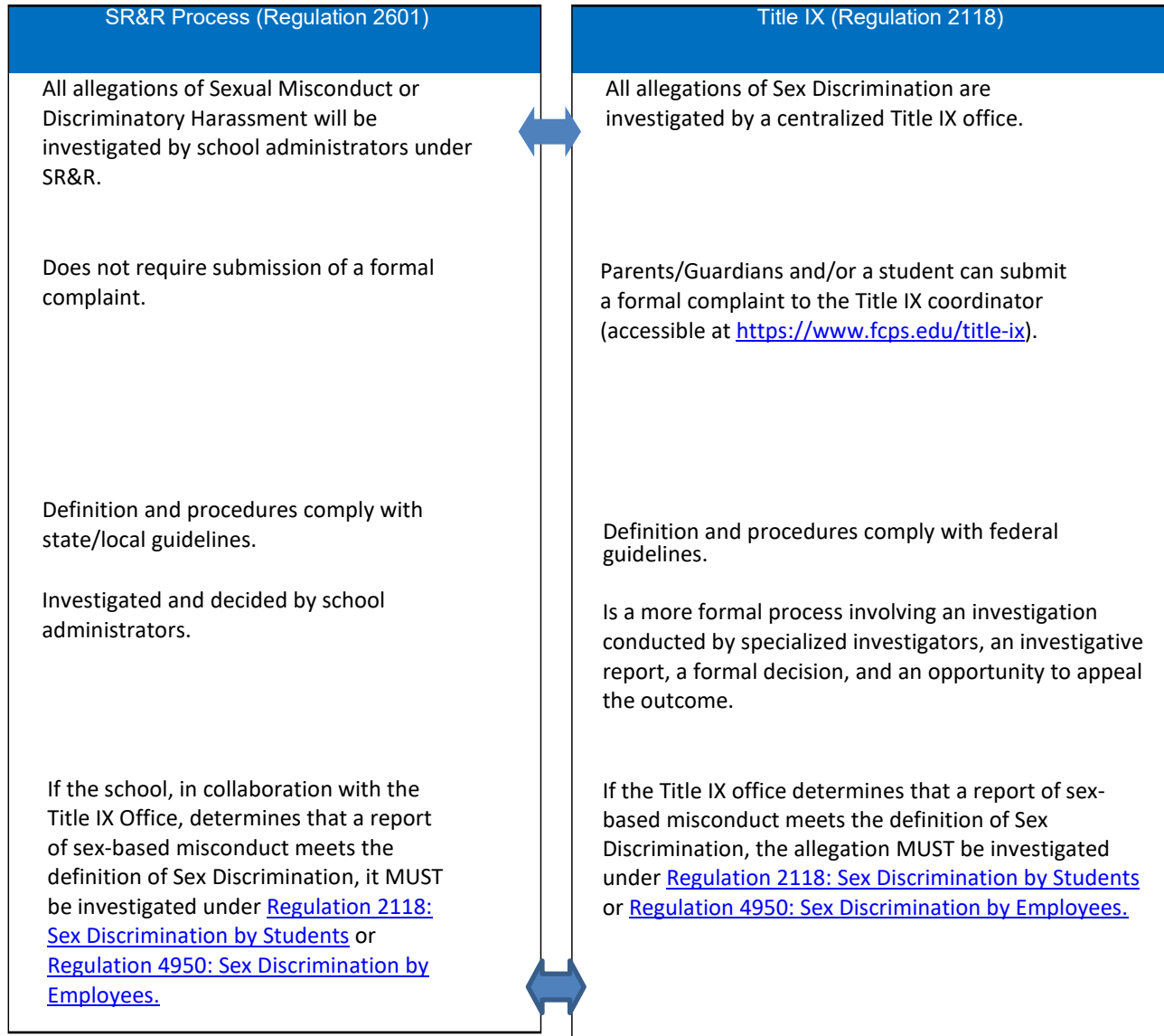
If you wish to express concern or disagreement with a decision or action taken by school officials, it is important to first talk with school personnel who are closest to the issue. Parents/guardians most often find that problems can be resolved satisfactorily by discussing the matter with the teacher, counselor, or principal.

Any concerns about the actions or decisions of a teacher or other school personnel should first be discussed with the school principal.

Procedures for how parents/guardians can address concerns when they are not satisfied with the principal's response vary with the type of concern:

- Discipline: Please refer to Appendix D of this booklet (Regulation 2601) for information on how to appeal a decision to suspend, or for information on how to petition the School Board to alter a decision to reassign a student to an alternative program. For additional information on this topic, please see [Policy 2611](#).
- Concerns regarding actions of teachers or other school personnel, student records, or decisions regarding right of expression, and right to display or distribute literature should be directed to the appropriate region assistant superintendent. Phone numbers can be found on page 6 of this guide.
- Concerns about procedures, programs, or services for students with disabilities should be directed to the coordinator of the Office of Due Process and Eligibility at 571-423-4470.
- Concerns about access to facilities and compliance with the Americans with Disabilities Act can be addressed to Design and Construction Services at 571-423-2280.
- The Office of the Ombuds is available to talk with parents/guardians and students as a confidential, informal, independent, and impartial resource. If you need additional help navigating the school system, contact the Office of the Ombuds at 571-423-4014, ombuds@fcps.edu, or TEXT: 571-496-8284.
- Title IX and discrimination complaints: Please contact the Title IX coordinator at TitleIXCoordinator@fcps.edu.

Separate processes for resolving different types of complaints related to sex and gender: SR&R vs Title IX



Contact:
Title IX Coordinator, FCPS
E-mail: titleixcoordinator@fcps.edu
Website: <https://www.fcps.edu/titleix>

General Disciplinary Procedures

Behavior Incident Occurs

The principal or closest staff member will take appropriate action to stop the incident and the principal will begin the investigation to determine next steps.

The student is given the opportunity to explain what happened; if the infraction may lead to a referral to the Division Superintendent, the administrator will make reasonable and timely efforts to notify the parent/guardians before continuing the investigation.

Written statements are voluntary

The principal will decide appropriate interventions and sanctions based upon the investigation outcomes, notify parents/guardians of the decision, and document outcomes in the student information system.

Examples of School Based Interventions/Sanctions

SCHOOL-BASED INTERVENTIONS

- Re-teach expected behavior with required practice
- Student/teacher conference and reflection on behavior
- Admin/parent/guardian conference
- Parent/guardian attends one day of school with student
- Behavior contract
- Conflict resolution with school counselor
- Referral to school psychologist or school social worker
- Substance Abuse Program specialist referral
- Restorative justice intervention
- Referral to community resources

Complaints regarding an in-school intervention/consequence can be addressed to the assistant principal, or principal and then region assistant superintendent. The ombuds can also be contacted if needed.

Short-Term Suspension

- Up to ten days depending on the behavior
- Parents/guardians are notified of the suspension in writing, which includes the infraction, start and end date of the suspension, and the right to appeal
- Students will have the opportunity to receive full credit for work performed when removed from the classroom
- Written appeals are directed first to the principal, then to the Division Superintendent/Hearings Office

Referral to the Division Superintendent

- Based upon the infraction, a student may be suspended out-of-school pending the hearing before the Division Superintendent
- When suspended out of school, a student is not allowed on any school property or function without specific permission
- A case manager from the Office of Out-of-School Support will be assigned to ensure the student has academic support during the suspension
- Written appeals are directed to the full School Board

Special Education Considerations

- Students with disabilities are ensured necessary accommodations when providing a written statement
- Students with an intellectual or developmental disability who may be suspended will not be asked for a verbal or written statement before a parent/guardian has been notified
- Prior to making a decision to suspend a student out-of-school, the principal will consult with the student's IEP team to review the IEP and take into consideration any special circumstances regarding the student
- 10 or more cumulative days of out-of-school suspension requires a Manifestation Determination Review and an IEP meeting to propose day 11 services or complete an FBA/BIP

Guidance for Parents/Guardians of Students with Disabilities

Regarding Virginia Regulations Related to Student Discipline

Prevention and Early Intervention

School officials understand that some students who have an [individualized education program \(IEP\)](#) and receive special education support can sometimes face special challenges understanding and observing rules of acceptable behavior. If you see your child is struggling with behavior in school, or you are getting reports of problems from the teacher, ask for a parent/guardian-teacher conference and talk about what resources might be available to address your concerns. Also, consider:

- Meeting with the school counselor, school psychologist, or school social worker,
- Meeting with the school team that monitors student behavior and success,
- Contacting the FCPS Family Resource Center for books, videos, and presentations that might be helpful; and,
- Contacting the FCPS Office of Intervention and Prevention Services.

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

When the behavior is interfering with your child's learning or that of others, or your child has been suspended repeatedly, you or the teacher may ask to schedule an IEP meeting. A school psychologist or behavior intervention teacher may also be asked to participate. The IEP team will discuss the behavior and, working with you, may decide:

- To add goals and services specifically to address the behavior, or
- To do a special evaluation called a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP).
 - FBA: Observations are used to determine when the behavior happens, what else is going on in the room or with other children or adults when it happens, and what seems to increase the chance that it will happen again.
 - BIP: Using this information, the team develops the plan to reduce the problem behavior and replace it with a positive behavior.

Discipline of Students With an IEP

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

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

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

Manifestation Determination Review

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

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

- Whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or
- Whether the conduct was a direct result of the failure to implement the IEP.

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

- **Manifestation:** If the MDR team finds that the behavior was caused by, or had a direct relationship to, the disability or that the conduct was a result of a failure to implement the IEP, then the student will be returned to the same school they had been attending, or may be placed in another school where the same services are available unless:
 - The parents/guardians and school officials agree to a change in placement. In rare circumstances, and only in cases involving drugs, weapons, or serious bodily injury, the Division Superintendent may assign the student to an interim alternative setting for 45 days without the consent of the parent/guardian, pending the outcome of the disciplinary process, in accordance with [8VAC20-81-160 C.5](#).
 - The school division institutes an expedited special education due process proceeding to change the student's placement.

The student's IEP team must conduct an FBA as soon as possible, if one has not already been conducted, or update the existing FBA. Based on the information in the FBA, the IEP team will develop or update a BIP.

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

Special Education Due Process

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

Protections for Students Not Currently Eligible for Special Education

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

- The parents/guardians expressed concern in writing to the teacher or a supervisor that the student might need special education services, or
- The parents/guardians requested the student be evaluated for eligibility for special education and related services, or
- The student's teacher or other school personnel expressed directly to the special education department chair or lead teacher, or that person's FCPS supervisor, specific concerns about a pattern of behavior demonstrated by the student.

There are two important exceptions to the above. A student will not receive protections for students with disabilities if:

- The parents/guardians refused consent to have the student evaluated or refused services, or
- The student was evaluated and determined not to have a disability.

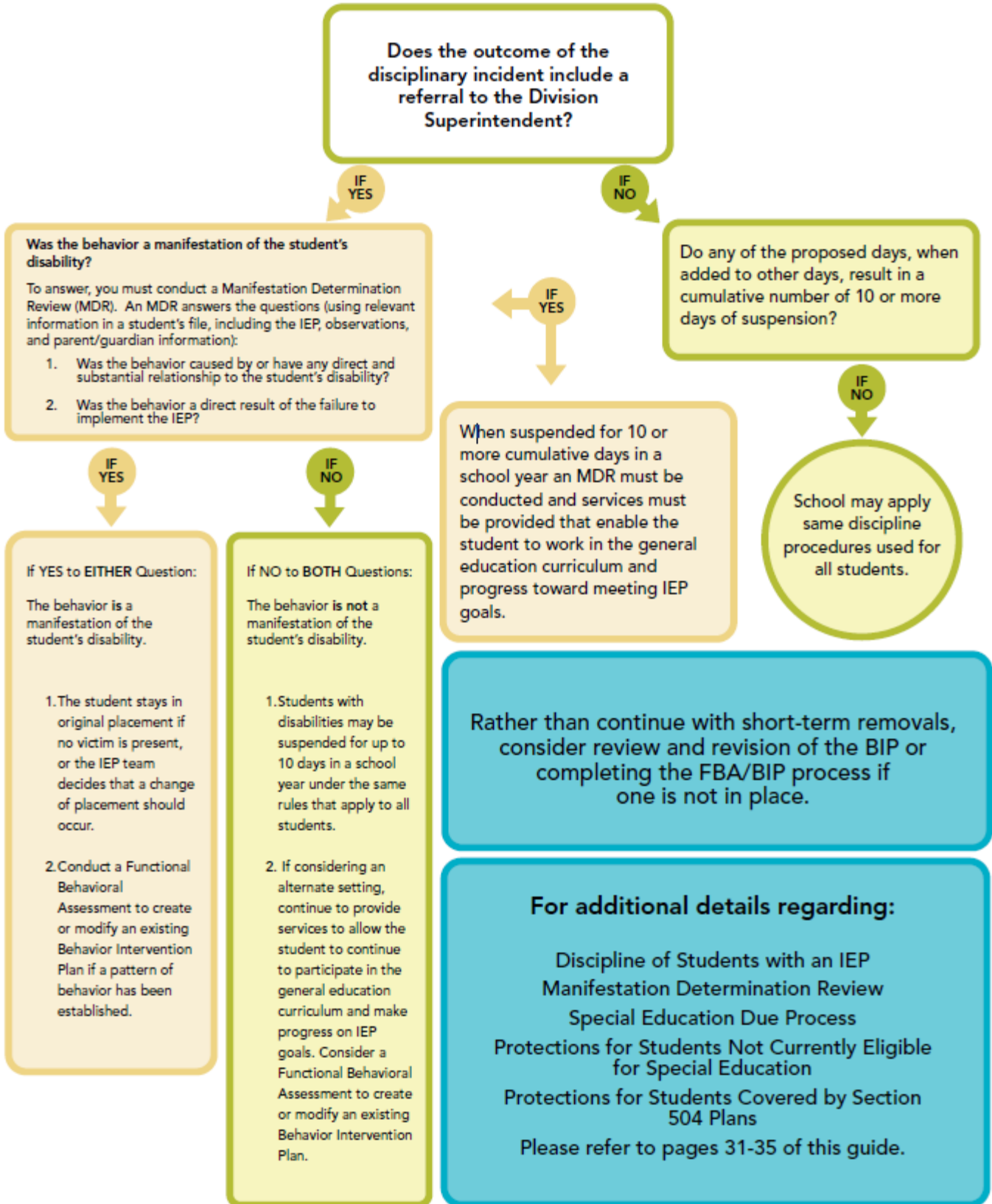
Protections for Students Covered by Section 504 Plans

- When a principal recommends a suspension of more than ten school days, initiates a suspension that would accumulate to more than ten school days in a school year, or refers to the Division Superintendent a student with a disability who has been determined to be a student with a disability under Section 504 of the Rehabilitation Act of 1973, the school shall ensure that a knowledgeable committee convenes as soon as possible but not later than ten days after the decision to suspend or recommend reassignment or expulsion. The parent/guardian may request additional staff or persons attend the meeting other than those identified by school staff.
- The knowledgeable committee shall convene a Causality Hearing to determine whether or not the misconduct has a causal relationship to the student's disability.
- A committee is not required to convene in those situations pertaining to the use or possession of illegal drugs, alcohol, or marijuana where the student currently is engaging in the use of illegal drugs, alcohol, or marijuana.
- If it is determined that the misconduct was caused directly by the disability, the student may not be expelled or suspended for more than ten days.
- If it is determined that the misconduct was not caused directly by the disability, the student may be disciplined in the same manner as nondisabled peers.

- If the student has been suspended repeatedly for similar violations demonstrating a pattern of behavior, the principal shall convene the knowledgeable committee to review the 504 Plan to determine whether additional accommodations or other supports are needed to address the student's behavior and, where necessary, conduct a Functional Behavior Assessment or develop a behavior plan.
- The student shall not be entitled to receive continuing educational services during any period of suspension or expulsion.
- The knowledgeable committee's determination shall be forwarded to the Division Superintendent who reviews this information in consideration of further disciplinary action.

For full information about the procedures listed above, please refer to Regulation 2601.38P, located in the Appendix.

Special Education Disciplinary Procedures



Glossary

Ableism Discrimination in favor of an able-bodied person.

Abstain To choose not to do or have something, especially something you like or enjoy, because it is bad for your health or morally wrong.

Administrative Review An FCPS informal, voluntary process to resolve special education and Section 504 disputes, convened at the request of the parent/guardian or the school principal.

Aggravating Circumstances Special circumstances that allow FCPS to suspend for longer periods of time than are provided in guidelines. These include serious harm, credible threat of serious harm or the safety of students or staff, or persistent serious behavior that continues even after targeted interventions.

Alcohol and Other Drug (AOD) Intervention Seminar An intervention seminar that provides up-to-date facts about the potential impact of drug and alcohol use, as well as open discussions about the choices that lead to drug use, the impact these choices can have on the student, friends, and other members of the family, and strategies for responding to peer pressure.

Assault An act, criminal or tortious, that threatens physical harm to a person, whether or not actual harm is done.

Bona Fide Genuine. Real. In good faith.

Bullying Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim (examples of a power imbalance include but are not limited to, greater physical strength or size, access to embarrassing information, or greater popularity or social connectedness), and is repeated over time (i.e., behaviors happen more than once or have the potential to happen more than once) or causes severe emotional trauma. “Bullying” includes cyberbullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

Change of Placement Change of placement means when the local educational agency places the child in a setting that is distinguishable from the educational environment to which the child was previously assigned.

Controlled Substances Drugs or substances found in the Drug Control Act (Section 54.1-3400 of the Code of Virginia), including all prescription drugs, regardless of whether the drug is considered to be a controlled substance under federal law. For student disciplinary purposes, controlled substances include, but are not limited to, cocaine, hallucinogens such as MDMA (ecstasy), and the actual and any generic formulations of: Adderall, Codeine, Oxycontin, Percocet, Ritalin, Valium, Vicodin, Zoloft, and any other prescription drugs for pain, depression, hyperactivity, or attention deficit disorders.

Cyberbullying Any threats by one student toward another through electronic means, typically through e-mail or on websites (e.g., blogs, social networking sites). Electronic communication that supports deliberate, hostile, hurtful messages, intended to harm others is a form of bullying. Cyberbullying includes such things as sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person without consent; pretending to be someone else in order to make that person look bad; and defamatory online personal polling websites.

Day Means a school day unless the context requires otherwise.

Deadnaming When someone, intentionally or not, refers to a person who is transgender or gender-expansive by a name other than their own chosen name.

Digital Citizenship Understanding how to use technology safely and respectfully while contributing positively to online communities. It involves respecting the rights of others, being mindful of the content shared online, and being critical of information encountered on the internet.

Discrimination Denying a person the benefit of any education program activity on the basis of race, sex, color, age, religion, sexual orientation, gender identity, national origin, genetic information, pregnancy status, childbirth or related medical

condition, marital status, veteran status, and disability violation of applicable law.

Discriminatory Harassment

Discriminatory harassment is unwanted conduct toward an individual based on their actual or perceived age, race, color, sex, gender identity, religion, national origin, marital status, disability, or any other legally protected class. The conduct must be sufficiently severe such that it creates a hostile educational environment, meaning it denies or limits a student’s ability to participate in or benefit from education programs and activities. Discriminatory harassment may be expressed in various ways, including through physical actions or through verbal, nonverbal, electronic, or written communications. Discriminatory harassment may include conduct such as epithets, various slurs such as racial, deadnaming, and misgendering, negative stereotyping, jokes, written, printed, or graphic material that contains offensive, demeaning, or degrading images or comments.

Disruption Disruption of the educational process means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student group or group of students.

Distracting Any behavior that results in unwanted noise, conversation, or acts.

Distributing or Distribution Includes, without limitation, giving, sharing, or selling, or

intending or attempting to do so, as well as facilitating any of the above.

Division Superintendent The Division Superintendent or designee (that is, region assistant superintendent, hearing officer, assistant superintendent, or any other administrative staff member authorized to act in that capacity).

Drug Paraphernalia All equipment, products, and materials of any kind that are either designed for use or that are intended by the person charged for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, strength testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance. ([Code of Virginia, Section 18.2- 265.1](#))

Exigent Requiring immediate attention or action.

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

Faith-Based Discrimination Treating individuals differently because of their religious beliefs

and practices, and/or their request for accommodations of their religious beliefs and practices. It also includes treating individuals differently because of their lack of religious beliefs or practices.

Frequency The rate at which something occurs or is repeated over a particular period of time, or in a given sample.

Functional Behavioral Assessment (FBA) Conducted by a team in order to develop a hypothesis about the function of the problem behavior when a student behaves in a way that significantly interferes with the student’s learning and/or the learning of others. This leads to the development of a Behavioral Intervention Plan (BIP).

Gang A group of two or more persons, whether formal or informal, and however identified, which individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating. Such does include, but is not limited to, a criminal street gang. The group may, but need not necessarily, have an identifiable name, sign, symbol, or colors.

Generative Artificial Intelligence A technology that can create new content such as text, images, or other media from a predetermined set of data sources.

Hate Speech Any form of expression intended to humiliate or incite hatred against a group or class of persons based upon their actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability.

Hazing Recklessly or intentionally endangering the health or safety of a student or inflicting bodily injury on a student in connection with, or for the purpose of, initiation, admission into, or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student so endangered or injured participated voluntarily in the relevant activity. The Code of Virginia prohibits hazing and imposes criminal penalties. ([Code of Virginia Section 18.2-56](#))

Hearings Office The Hearings Office conducts discipline hearings and determines outcomes on behalf of the Division Superintendent; makes discipline recommendations to the School Board and represents the Division Superintendent at School Board hearings; maintains records and statistics related to expulsion, exclusion, and reassignment recommendations and outcomes; decides suspension appeals; provides resource assistance and training to school-based and central office administrators; and conducts employee grievance hearings on behalf of the Division

Superintendent.

Imitation Controlled Substance A drug or substance in which the substance or container bears the name, markings, or likeness to, or is represented to be, a controlled substance including a prescription drug.

Imitation Marijuana A substance that bears a likeness to or is represented to be marijuana.

Individualized Education Program (IEP) A written plan for every student receiving special education services that contains information such as the student's special learning needs and the specific special education services required by the student.

Inhalant Any substance that gives off vapors or fumes and that is inhaled for a high.

Letter of Agreement A written agreement which may be offered by the Division Superintendent's hearing officer to a student whom the hearing officer is recommending for expulsion. If the agreement is signed by the student's parent/guardian and accepted by a School Board committee, the student is assigned to an alternative education program during the term of the expulsion, and the student's case is concluded without a further hearing.

Lewd Showing or intended to incite in an offensive way.

Libel Any false and harmful written or printed statement designed to expose a person to

public ridicule or hatred and would injure a person's reputation in any way; anything that gives an unflattering or damaging picture of someone.

Libelous Writing or publishing libel.

Long-Term Suspension Disciplinary action that denies school attendance 11-45 school days unless misconduct involves: (i) possession or use of a statutory weapon or illegal drugs; (ii) serious bodily injury; or (iii) aggravating circumstances. Where a determination of (i), (ii), or (iii) is made, the long-term suspension may extend beyond 45 school days, but shall not exceed 364 calendar days.

Manifestation Determination Review (MDR) A process for determining whether a behavior was caused by, had a substantial relationship to a student's disability, or was the direct result of the failure to implement the IEP.

Marijuana Any part of the cannabis plant, whether growing or not, its seeds, resin or residue, or any extract and any of its various form, other than THC-A or cannabidiol oil, provided that a written certification for use was issued by a licensed practitioner in accordance with the Code of Virginia.

Marijuana, Synthetic A substance which is a controlled substance. On occasion, this substance is referred to as "Spice", "K-2", or "JWH-018". For the purposes of the SR&R,

the term synthetic marijuana also includes any substances that bear a likeness to, or is represented to be, synthetic cannabinoids or synthetic marijuana.

Malicious Characterized by malice; intending or intended to do harm.

Meditate To think deeply and continuously reflect.

Misgendering The act of labeling others with a gender that does not match their gender identity, deliberately or accidentally.

Neurodiversity The infinite variation in human cognitive functioning (learning, thinking, perception, communicating, feeling, etc.) due to individuals' unique brain wiring, experiences, and ways of being.

Nonprescription (over-the-counter drug) Any drug that can be obtained legally over the counter without a doctor's prescription.

Obscene Words or pictures that are offensive, rude, shocking.

Outing The act of disclosing an LGBTQIA+ person's sexual orientation or gender identity without the person's consent.

Paraphernalia All equipment, products, and materials of any kind that are either designed for use or that are intended by the person charged for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing,

processing, preparing, strength testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body marijuana or a controlled substance.

Parent/Guardian Any parent, guardian, legal custodian, or other person having control or charge of a child.

Plagiarize To steal and pass off the ideas or words of another as one's own; to use without crediting the source.

Possession The actual or constructive possession of a specific object or substance. Such possession may be sole, joint, or collective.

Prescription Drug Any medication that requires a doctor's prescription.

Principal The school principal, any assistant principal, or in their absence, the designated teacher in charge.

Privacy Keeping information about a person that can be used to identify the person because it is unique (e.g., full name, address, etc.) out of the public domain.

Profanity The use of swear words.

Reassignment The disciplinary decision that requires a student to attend another school or an alternative education program, or both.

Recitation The act or an instance

of reading or repeating aloud.

Records Review A meeting conducted by the region assistant superintendent at the request of the principal to which the parent/guardian and student are invited to participate, for the purpose of reviewing the student's disciplinary record and interventions to date in order to further address the student's conduct issues.

Redaction

The act of selecting or adapting (as by obscuring or removing) sensitive information for publication or release.

Referral to the Division

Superintendent Referral to the Division Superintendent means a decision which is made by the principal in order for there to be consideration of student disciplinary action greater than a short-term suspension. Where the principal makes such a referral, the Division Superintendent will conduct a hearing to determine based on the facts whether additional disciplinary consequences (to include one or more of the following: a long-term suspension, a reassignment, or a recommendation to the School Board for expulsion) are appropriate in accordance with this SR&R. In conducting this hearing, the Division Superintendent also will determine whether the short-term suspension imposed by the principal is warranted. When making a referral to the Division Superintendent, the principal may choose to recommend a specific disciplinary action, provided, however, that whether the principal

recommends a specific disciplinary action, the Division Superintendent has authority to take one or more of the following actions in accordance with the SR&R: determine that no disciplinary action is warranted, confirm a short-term suspension, impose a long-term suspension, effect a reassignment, and/or forward a recommendation to the School Board for expulsion.

Region(s) A collection of schools within FCPS, located within a specific geographic area, with an assigned assistant superintendent and executive principals. Concerns that have not been resolved with the school principal may be referred to the appropriate region office.

Restorative Justice Conference
A conference which brings together the people most affected by wrongdoing to discuss the incident, understand who has been harmed, and to decide how the harm should be repaired. The harmed persons and school community are given a voice in the discipline process and resolution of the incident. The offending student is responsible for repairing the harm to the extent possible.

Risk Assessment A structured process to evaluate the seriousness of a student's threat, support any victims or potential victims, and take preventive or corrective measures to maintain safety.

Scholastic Dishonesty Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism,

collusion, falsifying academic records, and any act designed to give unfair advantage to the student through any means including the use of generative artificial intelligence (GenAI).

School Board The Fairfax County School Board or a designated committee thereof.

School Day Any day school is in session.

School Property Any property owned, leased, or used by the School Board, including any vehicle operated by, or on behalf of, the School Board, such as school buses, cars, and vans.

School Resource Officer (SRO) A certified law enforcement officer hired by the Fairfax County Police Department or other local police department to provide law-enforcement and security services to FCPS schools.

Self-Defense A student must be without fault in provoking or bringing on the fight or incident; have reasonably feared, under the circumstances, as they appeared to them, that they were in danger of harm; and have used no more force than was reasonably necessary to protect themselves from the threatened harm.

Sexual Assault

Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent including:

a. Rape: carnal knowledge of another person, without the consent of the victim, including

instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

b. Sodomy: oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

c. Sexual Assault with An Object: use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

d. Fondling: the intentional touch of private body parts (groin, breast, buttocks) under the clothing of another person for the purpose of sexual gratification, forcibly and/or against the person's will in instances where the victim is incapable of giving consent because of age, or due to temporary or permanent mental or physical incapacity.

e. Incest: non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

f. Statutory rape: non-forcible sexual intercourse with a person who is under the statutory age of consent.

Sexual Misconduct Misconduct that includes unwelcome sexual advances, regardless of sexual orientation; requests for sexual favors; and other inappropriate verbal, electronic, or physical conduct of a sexual nature but that is not within the scope of “sex discrimination” as defined by [Regulation 2118](#).

Short-Term Suspension Disciplinary action that denies school attendance for a period not to exceed ten days (Up to 3 school days for grades K-3 unless specified misconduct has occurred. Up to 5 school days for grades 4-12, unless accompanied by a referral to the Division Superintendent).

Slander The utterance of false charges or misrepresentation in the presence of another person which defame and damage another’s reputation.

Slanderous To utter slander against.

Stalking Engaging in a course of conduct directed at a specific person that would cause a reasonable person to

- fear for their safety or the safety of others; or
- suffer substantial emotional distress.

Statutory Fixed by law.

Stigmatization The act of being stigmatized.

Student Activities
These include extracurricular activities, co-curricular requirements, and athletics. Students participating in athletics, performing arts, clubs,

competitions, practices, and any other activity that provides opportunities for participation outside of normal school hours, in addition to any student who is a spectator or audience members at a school sponsored activity are included in this definition.

Substantial Disruption Includes an incident that generates a considerable negative impact on normal school operations, or results in a significant impact to students, the parent/guardian, and/or staff, such as using prohibited substances in a large group setting at school; requiring a response that disrupts school operations such as the need for emergency medical services; or creating a situation where the parent/guardian is compelled to keep their children out of school, or where groups of students are unable to focus on learning due to a specific incident.

Threat An expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware of the threat existing in any fashion, whether orally, visually, in writing, or electronically.

Title IX Definitions

All Title IX conduct (including Hostile Environment Harassment, Dating Violence, Domestic Violence, Stalking, Rape, Sodomy, Fondling, Sexual Assault with an Object, Incest,

Statutory Rape, and Retaliation) is considered Sex Discrimination as defined in [Regulation 2118](#).

Vaping The act of inhaling and exhaling a vapor, which is produced by an e-cigarette or similar device such as e-hookahs, mods, Juul pens, or vape pens.

Vulgar Lack of culture, refinement, taste; coarse or crude.

Weapon Any item so defined in the text in the current version of regulation 2601. For the purpose of the Gun-Free Schools Act, nothing herein shall be construed to prohibit possession of a weapon under circumstances that are expressly permitted by the Code of Virginia.

Appendices:

Appendix A: Acceptable Use Policy for Student Network Access

Appendix B: Standards of Conduct for Students Riding Buses

Appendix C: Code of Virginia

Appendix D: Regulation 2601.38P

Appendix A:

Acceptable Use Policy for Student Network Access

The information systems and internet access available through FCPS are provided to support learning, enhance instruction, and support school system business and educational practices.

FCPS information technology systems are operated for the benefit of all users in connection with the core mission of FCPS: the education of its students. The use of the FCPS network is necessary to provide all students with access, support, and opportunities to use provided tools and resources; and for students to interact with other students, teachers, and class content to support and enrich their learning experience. Users are prohibited from taking, or attempting to take, any action that might reasonably be expected to disrupt the operation of the network or equipment and/or interfere with the learning of students or the work of FCPS employees.

All access to the FCPS network shall be preapproved by the principal or program manager. The school or office may restrict, suspend, or terminate any user's access, without prior notice, if such action is deemed necessary to comply with laws or regulations, protect the safety of others, or maintain computing availability and security. Disabling student access to FCPS instructional technology tools is a serious action that will be taken only when warranted.

Students are advised that the inappropriate use of FCPS technology resources is a violation of student disciplinary rules, regardless of where or when the inappropriate use occurs. As such, schools will respond to instances of inappropriate use by following normal disciplinary procedures, just as they would if the incident occurred in the physical classroom. Disciplinary action for inappropriate use of the FCPS network, systems, or devices may be imposed as stated in the FCPS Student Rights and Responsibilities (SR&R) document.

FCPS implements internet filtering on all FCPS sites in accordance with the federal Children's Internet Protection Act. Schools will continue to educate students on digital citizenship, personal safety practices, and effective techniques for identifying and evaluating information and its sources.

FCPS Instructional Environment

Students have the right to physical and virtual educational environments that are consistent with the characteristics outlined in the FCPS SR&R document. These rights include:

- The right to be treated with respect in online learning environments. Students who do not feel they are being treated with respect should talk to their teacher or the principal.
- The right to express beliefs and opinions respectfully in online environments without being interrupted or punished. Students may talk to their teacher or principal if they feel that a school decision is not fair.
- The right of a student to give their version of events when accused of violating this Acceptable Use Policy.
- The right to access, support, and opportunities to use the provided technology tools and resources that support learning.
- The right to use technology to interact with other students, teachers, and class content to support their learning in both the physical and virtual environments.

Students may exercise these rights and privileges if they do so in a manner that does not interfere with the rights of others or the schools' ability to provide a safe learning environment.

Respect for Others

Users shall respect the rights of others using the FCPS network by:

- Using or not using devices as directed by the teacher.
- Being considerate when using school resources.
- Always logging off devices or apps after finishing work.
- Not deliberately attempting to disrupt system performance or interfere with the work of other users.
- Leaving equipment and rooms in good condition for the next user or class.
- Not accessing, changing, or deleting files belonging to others that are not explicitly shared with you.

Ethical Conduct for Users

It is the responsibility of the user to:

- Use only their account or password. It is a violation to share passwords or to otherwise give access to an account to any other user. User account access is limited to currently enrolled students. Account access is not available to former students.
- Recognize and honor the intellectual property of others; comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- The use of technology, such as generative AI, is not inherently an honor code violation. Students should consult with teachers to determine if AI is permitted for assignments and to properly provide attribution or citations as needed. Whether AI is used or not, cite and credit all material, including internet material.
- Only use software or apps on FCPS devices or networks that have been approved and that the school may legally use. Duplicating or modifying copyrighted software in violation of a license agreement is a serious offense that may result in student discipline.
- Use the FCPS technology resources in a manner that is consistent with the educational mission of the school system.
- Help maintain the integrity of the school information systems. Tampering or experimentation is not allowed; this includes the use of the FCPS network and resources to illicitly access, tamper with, or experiment with systems inside and outside FCPS.
- Help maintain a safe, positive, and trusting learning environment by not using offensive, obscene, or harassing language when on the FCPS network and/or FCPS devices.
- Use technology ethically and responsibly. Students should not use technology to bully, intentionally mislead, harm, or violate privacy of self or others.

Digital Citizenship and Security

- Students are responsible for complying with all cybersecurity policies set forth by the Office of Cybersecurity (OCS).
- Students are prohibited from tampering with FCPS technologies and attempting to circumvent security policies and controls enforced by the Office of Cybersecurity (OCS), such as, but not limited to, accessing the Internet via proxy or unauthorized VPN services.
- Students are prohibited from posting information if it violates the privacy of others, jeopardizes the health and/or safety of students, is obscene or libelous, intended to be threatening, bullying or hateful in nature, or causes disruption of school activities.
- Students may not access social media sites during school hours except when allowed by school administration. If allowed, social media activity must be limited to academic activities.
- Students are prohibited from accessing any portion of the Internet that is inconsistent with the educational mission of FCPS.
- Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency.
- Students may utilize real-time messaging and online chats only within approved instructional apps or with the permission of the teacher or principal.
- Students are not to record electronically instructional programs, the classroom environment generally, or any conversation involving a school official, without the official's advance permission to do so.
- Students may not take photographs or videos of others without consent during school hours while on school property, unless for academic use. School administration may allow limited non-academic use of photography on a case-by-case basis.
- Students, under five years of age, are required to have adult-supervision while using FCPS technologies.
- Parents and/or guardians should ensure that use of student assigned devices is limited to supporting the educational outcomes of the student at home and the device not be used by anyone else for non-educational purposes.
- Students are not to reveal personal information (last name, home address, phone number) in correspondence with unknown parties.
- Students shall accept the responsibility for all material they access.
- Students are responsible for reporting any inappropriate material they receive.
- All student-produced web pages are subject to approval and ongoing review by responsible teachers and/or principals. All publicly accessible web pages shall reflect the mission and character of the school.
- Students are prohibited from viewing, sending, and accessing illegal material.
- Students are prohibited from downloading inappropriate or illegal material on FCPS computers or networks.
- Students may not modify or rearrange keyboards, monitors, printers, or any other peripheral equipment.
- Students should report equipment problems immediately to a teacher, technical support staff, or principal.

- Students should leave desktop workstations and peripherals in their designated places.
- To ensure student safety and compliance with this Acceptable Use Policy, FCPS reserves the right to monitor and investigate students' online activities as needed. This includes accessing, reviewing, copying, storing, or deleting any communications or files so they can be shared with adults as necessary and as permitted or required by law. Students should have no expectation of privacy regarding their use of FCPS equipment, network, internet access, files, or email access.

Personally Owned Computing and/or Network Devices (BYOD)

Students using personally owned electronic devices must follow the policy stated in this document while on school property, attending school-sponsored activities, or using the FCPS network.

- Students using a personally owned device with a wireless connection are only permitted to connect to the FCPS Wi-Fi network (not private cellular services) while on FCPS premises.
- When applicable, appropriate virus-checking software must be installed, updated, and made active prior to any personally owned device being placed on the FCPS network.
- No device placed on the FCPS network can have software that monitors, analyzes, or may cause disruption to the FCPS network.
- FCPS is not responsible for any device or data loss, theft, damage, or other associated costs of replacement or repair of a personal device as a result of a student participating in the BYOD initiative.
- FCPS staff will not be responsible for storing, supporting, or troubleshooting personal devices.
- Students will take full responsibility for any personally owned device and will appropriately secure all devices when not in use.
- FCPS reserves the right to monitor and investigate all devices and activities on the FCPS network. The device may also be confiscated by school officials in accordance with the SR&R.

See also the current versions of:

Regulation 6410, Appropriate Use of Fairfax County Public Schools' Network and Internet Resources
Regulation 2601, Student's Rights and Responsibilities Book

Appendix B:

Standards of Conduct for Students Riding Buses

Please read Standards of Conduct for Students Riding School Buses with your child. It is important that you and your child understand the standards covering appropriate conduct while riding a bus **whether for regular home-to-school service or for other activities**.

SIGN THE [PARENT/GUARDIAN SIGNATURE SHEET](#) LOCATED IN THE FRONT OF THIS BOOKLET AND RETURN TO THE [PRINCIPAL](#), who will retain it on file. If a student is unable to read these instructions, the parent's or guardian's signature will indicate that this regulation has been explained to the student.

GENERAL

The current version of FCPS Regulation 8617 provides that daily bus service shall be provided for all elementary students living more than one mile from school and for middle and high school students living in excess of one and one-half miles from school. Consult the following regulations for further information and requirements:

1. The current version of Regulation 2601 regarding *Student Rights and Responsibilities*.
2. The current version of Regulation 8617 regarding the provision of transportation for students enrolled in designated special education programs.

STANDARDS

Acceptable classroom standards of conduct shall be expected of bus passengers and drivers shall ensure that students observe regulations at all times. Among other things, students shall not smoke, yell, scream, swear, push, fight, bully, or take advantage of any other student; extend hands, arms, or heads or objects from bus windows; carry on the bus any drugs, [weapons](#), water pistols, live reptiles, animals, insects, or oversized items (including school instruments) that would block an aisle, cause loss of passenger seat space, obstruct the driver's view, or create a safety hazard.

DISCIPLINE

A driver may temporarily issue an assigned seat for disciplinary purposes in response to student safety. A driver may recommend suspension of bus transportation for a pupil who will not heed the driver's warning as to behavior. The [principal](#) shall take final action in such cases. During a period of suspension, the [School Board](#) shall not be responsible for transporting the student to school. A driver may not remove a child from the bus or refuse transportation to a child on a bus without proper authorization by the principal, except in cases in which the safety of students is jeopardized. The principal shall be notified of such extreme cases immediately. Drivers shall report all disciplinary cases to school principals on form TR-12. Vandalism of the bus may be cause for disciplinary action. Video cameras and audio recorders may be in use.

MEETING THE BUS

Students Must:

- Be at their bus stops at least five minutes before the regular pickup time, but no earlier than ten minutes before the pickup time. Remain at the stop until buses arrive. Be picked up and released at their designated (assigned) bus stops.

- Demonstrate appropriate conduct at the bus stops including proper care for private property at that location.
- Not stand on the traveled portion of the roadway or parking lot while waiting for the bus or engage in play or other activities that will endanger themselves or their companions or possessions while waiting beside the road.
- Not approach a bus arriving at the bus stop until it has come to a complete stop with the entrance door open.
- Not run alongside a moving bus. Wait to cross a traveled portion of the roadway, or to board a bus, until the bus is stopped and other vehicles approaching or following the bus have stopped. **The bus driver will signal students to cross a roadway when it is safe to do so.**
- Report any illness or injury sustained on or around the bus immediately to the driver.
- Follow the directions of safety patrols who are assigned to a bus stop or a bus. Safety patrols help bus drivers and work under the direction of the school sponsor and the bus driver (elementary only).

CONDUCT ON THE BUS

Students Must:

- Recognize that the bus driver is the authority on the bus and obey and be courteous to them and fellow students.
- Go directly to a seat and remain seated unless otherwise directed by the driver.
- Not tamper with the emergency door.
- Not slap others or wave or shout at pedestrians or other vehicles.
- Not throw objects about the bus or from a window (or throw objects at the bus from outside).
- Carry onto bus only **unbreakable** objects that can be safely held in a student's lap.
- Not share, sell, or consume food or beverages.
- Not talk on the cell phone, except in the case of an emergency. Texting or listening to music or video is permissible with earphones.
- Present written request from parents or guardians, subject to approval of school [principal](#), to go home on an alternate route.

LEAVING THE BUS

Students Must:

- Remain seated until the bus comes to a full stop.
- Exit bus in an orderly manner.
- Leave the bus stop area only when safety permits; that is, when crossing a roadway, cross at a distance of approximately ten feet from the **front** of the bus **after** the driver signals it is safe to do so.

[Parents](#) or guardians are encouraged to walk with students to and from bus stops or school. Special education students and students in designated programs, (such as FECEP and Preschool/PAC) must be met at the bus by responsible adults. Kindergarten students riding the afternoon school buses will be returned to school unless they are met at the bus door by a parent, a guardian and/or caregiver, or sibling, middle school or higher, and asked for by name.

Appendix C:

Code of Virginia

Current version of the [Code of Virginia § 22.1-279.3](#), Parent/Guardian Responsibility and Involvement requirements:

- A. Each parent/guardian of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. A school board shall provide opportunities for parent/guardian and community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents/guardians of each enrolled student:
 - 1. a notice of the requirements of this section; and
 - 2. a copy of the school board's standards of student conduct; and
 - 3. a copy of the compulsory school attendance law. These materials shall include a notice to the parents/guardians that by signing the statement of receipt, parents/guardians shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent/guardian shall have the right to express disagreement with a school's or school division's policies or decisions.

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

- D. The school principal may request the student's parents/guardians, if both parents/guardians have legal and physical custody of such student, meet with the principal or their designee, to review the school board's standards of student conduct and the parent/guardian responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.
- E. In accordance with the due process procedures set forth in this article and the guidelines required by [§ 22.1-279.6](#), the school principal may notify the parents/guardians of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state:
 - 1. the date and particulars of the violation; and
 - 2. the obligation of the parent/guardian to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; and
 - 3. that, if the student is suspended, the parent/guardian may be required to accompany the student to meet with school officials; and
 - 4. that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

- F. No suspended student shall be admitted to the regular school program until such student and their parent/guardian have met with school officials to discuss improvement of the student's behavior, unless the school principal or their designee determines that readmission, without parent/guardian conference, is appropriate for the student.
- G. Upon the failure of a parent/guardian to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent/guardian for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:
1. If the court finds that the parent/guardian has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent/guardian's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent/guardian to so meet; or
 2. If the court finds that a parent/guardian has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student or their parent/guardian, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in parenting, counseling, or a mentoring program, as appropriate or that the student or their parent/guardian, or both, shall be subject to such conditions and limitations, as the court deems appropriate for the supervision, care, and rehabilitation of the student or their parent/guardian. In addition, the court may order the parent/guardian to pay a civil penalty not to exceed \$500.
- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G 2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

Current version of the [Code of Virginia § 22.1-254](#) Compulsory School Attendance

Every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, cause such child to a public school or to a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent, or provide for home instruction of such child as described in § 22.1-254.1. For additional details on the Virginia Compulsory School Attendance Law, refer to section 22.1-254 of the Code of Virginia.

Current version of the [Code of Virginia § 22.1-279.4](#) Information Regarding Prosecution of Juveniles as Adults

As required by section § 22.1-279.4 of the Code of Virginia, FCPS provides its students with information developed by the Virginia Attorney General regarding the laws governing the prosecution of juveniles as adults for the commission of certain crimes and that information can be found at <https://www.doe.virginia.gov/home/showpublisheddocument/7368/638005652898060019>.

Appendix D:

Regulation 2601.38P

This copy of regulation 2601 has been specially formatted for this publication. The official and current version of this regulation is available through the FCPS website, which includes changes that may be made between printings.



www.fcps.edu/srr

SPECIAL SERVICES

Student Rights and Responsibilities

Student Rights and Responsibilities Booklet

This regulation supersedes Regulation 2601.37P

I. INTRODUCTION

The Fairfax County School Board is committed to ensuring that every school in Fairfax County Public Schools (FCPS) promotes a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful, and where every child is reached, challenged, and prepared for success in school and in life. Collaboration with the [parents/guardians](#) is essential to reaching this vision.

Disciplinary practices in FCPS focus on promoting positive, prosocial behavior. A leveled system of response is used to address behavioral challenges, through age-appropriate instruction and restorative practices. FCPS considers the unique needs of each child and works collaboratively with families to support these needs. No student in FCPS shall, on the basis of age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, or disability, be excluded from participation in, or denied the benefits of, FCPS services, programs, and/or activities, or be subjected to [discrimination](#) under any education program or activity. Students should expect an environment offering them a physically and emotionally safe space to learn. FCPS seeks to affirm student identities and uplift student voices by promoting positive expression and denouncing the use of slurs, hate speech, and all forms of discrimination (e.g., [ableism](#), racism, sexism, faith-based discrimination).

This regulation explains expectations for student behavior, [parent/guardian](#) engagement, and adult responses to enhance school safety and to create an equitable, supportive school environment.

II. PURPOSE

To establish, for use by students and the [parent/guardian](#), a booklet describing the rights and responsibilities of students as prescribed in the Code of Virginia and Fairfax County School Board policy and regulations.

III. NOTABLE CHANGES FOR STUDENTS AND PARENTS/GUARDIANS

- Added language around neurodiversity.
- Added five new glossary terms:
 - Digital Citizenship
 - Generative Artificial Intelligence
 - Neurodiversity
 - Scholastic Dishonesty

- Self Defense

IV. SUMMARY OF CHANGES SINCE LAST PUBLICATION

- A. Change of Overseeing Department.
- B. Change of Primary Office.
- C. Added "guardian" to all parent statements.
- D. Changed all "Ombudsman" references to "Ombuds".
- E. Change in terminology throughout document deleting "sex-based harassment" and/or "sex-based discrimination" and adding in "Sex Discrimination" per change in federal Title IX regulation.
- F. Removed references throughout document around Title IX procedures, referring reader to Regulation 2118: Title IX Sex Discrimination by Students.
- G. Chapter I. Cell Phones, N1, N2, N3., inserted language "With the approval of the principal or their designee" prior to the sentence "Teachers may allow usage of cell phones for instructional activities..."
- H. Chapter II. Introduction., added language around neurodiversity.
- I. Chapter II. Category E. SBAR Code BES05a, changed start from Level 2 to Level 3.
- J. Chapter II. Category E. SBAR Code BES07b, corrected error – starts at Level 3.
- K. Chapter II. SBAR Chart, footnote 7, removed marijuana from list; added alcohol.
- L. Changed "threat" assessment to "risk" assessment in multiple places in document.
- M. Chapter II.A.2.a.(1)., footnote 13., changed "may, in their discretion," to "shall".
- N. Chapter II.A.2.a., removed Possession or Use of Vaping Device from Disruptive Behavior section.
- O. Chapter II.A.3., removed references to marijuana; added reference to flavored nicotine or non-THC substance.
- P. Chapter II.A.3., inserted language around students voluntarily seeking support for substance abuse issues.
- Q. Chapter II.A.3.e., inserted subsection on marijuana and THC oil.
- R. Chapter II.A.3.f., removed references to marijuana, imitation marijuana, and THC oil.
- S. Chapter II.A.3.f.(1)., corrected error and changed language to align with the SBAR chart.
- T. Chapter II.A.3.f.(1)., changed "may to "shall" regarding a referral to the Division Superintendent.
- U. II.C.2.b.(1)., changed "admonition and counseling of" to "admonition and reflection with" the student.
- V. Chapter II.C.9., corrected error: changed from "School Improvement and Supports" to "Office of Out of School Support".
- W. Glossary., added the definition of digital citizenship, generative artificial intelligence, neurodiversity, scholastic dishonesty, and self-defense.
- X. Glossary., edited definition of "threat assessment" to "risk assessment."

V. BELIEF STATEMENT

The Student Rights and Responsibilities (SR&R) is informed by the belief that all students are capable of achieving their personal best in the context of positive and inclusive school environments that promote safety, belonging, and supportive relationships between and among staff and students. Students are more likely to exhibit positive behavior when they feel that staff members care about them and will help them learn and grow.

The root of the word discipline is “to teach.” Effective discipline helps students learn the skills needed to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make caring and responsible decisions. When behavior improvements are needed, restorative practices provide strategies and interventions to enable students to self-correct, problem-solve, make amends, repair harm, and learn more adaptive and prosocial behaviors.

Values

The SR&R is anchored in the following values:

- A. FCPS commits to fostering an environment where all students feel safe and secure, free of harassment, hostility, hate speech, marginalization, drugs, weapons, and all forms of violence.
- B. Staff, administrators, and parents/guardians have an obligation to help students learn to be caring citizens by modeling desired behaviors.
- C. Student discipline must be implemented in ways that are respectful and restorative. Interactions among staff, students, and parents/guardians are expected to protect the dignity of each individual and ensure a spirit of collaboration.
- D. Student discipline must be implemented in ways that are equitable and consider the unique circumstances in each situation.
- E. Student discipline must be implemented in ways that are enforceable, viable, and effective.
- F. Every reasonable effort should be made to correct student misbehavior through interventions that are restorative and reduce the likelihood that the misbehavior will reoccur.

VI. PROCEDURES AND DISTRIBUTION

The Chief Equity Office shall develop, for the [Division Superintendent's](#) review, a booklet for teachers, students, and [parents/guardians](#) stating the legal rights and responsibilities of students in FCPS. The booklet shall also define the rules of conduct and disciplinary procedures applicable to students.

This booklet shall be reviewed annually by the Chief Equity Office, and revisions shall be

published as necessary. [Parents/guardians](#) are notified of the *Student Rights and Responsibilities: A Family Guide* annually by letter/video presentation. Schools monitor receipt of online access through responses from parents/guardians electronically or hard copy signature noting review of the *Family Guide* which includes the full text of the regulation. A parent/guardian who has a student enrolled in Fairfax County Public Schools may request a printed copy at any time from their child's school's main office. Each new student and family who enters FCPS after the start of the school year shall be notified regarding access to the document online at the time of registration. [Regulation 2602](#) will be used only for due process.

VII. STAKEHOLDER ORIENTATION

- A. All [principals](#) receive annual professional development regarding changes to the Student Rights and Responsibilities (SR&R) regulation to include scenarios and discussions regarding behavioral incidences and responses to be considered proactively and reactively.
1. School-based administrators: Minimum of semi-annual training for principals, assistant principals, and Directors of Student Services by the Chief Equity Office (CEO) to review changes to the SR&R, work through discipline scenarios to foster division-wide, consistent implementation, and review areas of need based on discipline data review and analysis.
 2. School-based staff: Minimum of semi-annual training for school-based staff by principals/designees to review changes to the SR&R and to support response to a root cause(s) associated with school discipline. All principals¹ must review the SR&R booklet with their faculties prior to the opening of school and to pay special attention to any changes.
 3. Students: Minimum of semi-annual lessons (beginning of the year and mid-year for students by school-based staff) to review the SR&R and to provide additional related student lessons based on the review and analysis of discipline data. Principals shall develop procedures to ensure that each student has an opportunity to become familiar with the regulation. This includes appropriate adaptations for students with disabilities and students with unique learning needs. The completion of the SR&R lessons is to be reported to the Office of Equity and Student Conduct.
 4. Transportation staff and coaches: Minimum of semi-annual training for transportation and coaching staff by CEO to review changes to the SR&R and to support positive responses to concerns.
 5. Families: Provide an asynchronous SR&R workshop in multiple modalities (visual and auditory) for families to review the SR&R in support of the written policy and associated *Family Guide* to ensure families have access to information outlined in the SR&R. Additional opportunities to receive two-way education from the CEO will be provided at minimum twice yearly.

Families may find resources regarding [digital citizenship](#) and other [Student Safety and Wellness](#) topics by clicking on the supplied links.

¹ The titles of school system personnel used in this regulation shall in all events be deemed to include the designees of such personnel and any successors in the event of reorganization.

VIII. SUMMER PROGRAM

The SR&R booklet does not apply in its entirety to summer school attendance. The following notice shall be provided to all summer school students as part of their orientations:

Each student in summer programming, to include students in extended school year programs, is expected to comply with the rules of student conduct outlined in the current version of [Regulation 2601](#).

A school principal may impose a [short-term suspension](#) and/or make a [referral to the Division Superintendent](#) in any situation involving prohibited conduct.

With respect to any violation for which the disciplinary sanction includes a [referral to the Division Superintendent](#), the provisions and procedures set forth in the current version of [Regulation 2601](#) shall govern and be controlling. A student who is expelled, reassigned, or suspended for a violation that occurred during a summer program session may also be expelled, reassigned, or suspended during the regular school term.

All other violations of the SR&R occurring during summer programming shall be dealt with at the discretion of the summer program administration, following a conference with the student at school. The decision to suspend a student from summer programming is reviewable by the principal, provided the [parent/guardian](#) appeals within two days after the suspension decision. The principal shall review such matters on an expedited basis and shall issue a decision within one [school day](#) following receipt of such request, if practicable. In conducting such review, the principal has the discretion to elect to schedule a hearing or may issue a decision based on an examination of the written record. If not satisfied with the principal's decision, the parent/guardian may submit a written appeal to the Division Superintendent within four business days after the date of the principal's decision. The hearing officer may elect to schedule a hearing on the appeal or may decide the appeal based on an examination of the written record. The decision by the hearing officer shall in all events be final. In the event that a summer programming session ends before disciplinary action shall have been taken or otherwise carried out, such action may be taken or imposed by school officials, as the case may be, during the next regular school session.

Legal Reference: [Code of Virginia, Section 22.1-279.3](#)

CHAPTER I

RIGHTS AND RESPONSIBILITIES OF STUDENTS

FCPS students have the following rights and responsibilities which are further delineated in the sections below:	
Rights to:	Responsibility for:
• Equal Opportunity	• Attendance
• Notice in Age-appropriate Manner	• Pledge of Allegiance and One Minute of Silence
• Expression and Limitations	• Dress Code
• Safe Digital Environment	• Digital Citizenship and Cybersecurity
• Distribute Literature	• Sharing of Literature
• Adult Students and Their Parent/Guardian	• Cell Phones
• School Records	• Search and Seizure
• Voice Concerns	• Supporting Safe School Communities

A. Right to Equal Opportunity

1. FCPS values equitable treatment of all students from all backgrounds and experiences. FCPS unequivocally condemns all forms of hate and commits to ensure that all students feel secure and free of harassment, hostility, and/or marginalization. No student in FCPS shall, on the basis of age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, or disability, be excluded from participation in, be denied the benefits of, or be subjected to [discrimination](#) under any education program or activity.

Furthermore, in accordance with [federal](#) and [Virginia](#) law, Title IX, and FCPS policies, all students have the following rights:

1. The right to a school and classroom environment that affirms the identity of all students and is responsive, caring, and inclusive.
2. The right to access restroom and locker room facilities and other non-stigmatizing accommodations that are consistent with the student’s gender identity, faith, and for any other reasons as identified in Regulation 2603.
3. The right to non-disclosure of gender identity and/or sexual orientation.
4. The right to be called by chosen names and pronouns.
5. The right to internally generated and shared school lists of students (e.g., honor roll, graduation programs, yearbooks, school newspapers) that identify students by their chosen names and genders.
6. The right to receive support to ensure the safe and equitable access to all school and school division facilities and activities.

7. The right to have their personally identifiable information and citizenship or immigration status protected from unauthorized sharing.
 8. The right to equitable access to the learning environment, educational materials, and extracurricular activities.
2. Students or a parent/guardian may present concerns, complaints, or inquiries about FCPS' compliance with its obligation to provide equal opportunity to the responsible office listed below if the concern, complaint, or inquiry has not been addressed by the school-based administrator or if the parent/guardian has continued concerns after sharing the concern, complaint, or inquiry with the school-based administrator. Correspondence may be addressed to these offices in care of Fairfax County Public Schools.
1. Issues concerning physical accessibility to facilities may be presented to the director, Office of Design and Construction Services (571-423-2280), located at 8115 Gatehouse Road, Falls Church, Virginia 22042.
 2. Issues concerning Sex Discrimination may be presented to the Title IX coordinator ([Title IX titleixcoordinator@fcps.edu](mailto:TitleIXtitleixcoordinator@fcps.edu)), (571-423-3153), located at 8115 Gatehouse Road, Falls Church, Virginia 22042.
 3. Issues concerning programs and activities for students with disabilities may be presented to the coordinator, Due Process and Eligibility (571-423-4470), located at 8270 Willow Oaks Corporate Drive, Fairfax, Virginia 22031.
 4. Issues concerning supports for gender-expansive and transgender students may be presented to the region assistant superintendent by the student or [parent/guardian](#). Contact information may be found on the FCPS website.
 5. Issues regarding other concerns may be presented to the region assistant superintendent. Contact information may be found on the FCPS website.

B. Right to Notice in Age-Appropriate Manner

All students may expect communication from staff that meets their needs, per applicable regulations, both regarding age and developmental levels. The regulatory language in this document is shared with students through lessons developed with both age and needs taken into consideration. The staff who address student discipline will also provide opportunities for conversation and interaction with the student with a focus on caring culture and through an instructional, equitable lens.

C. Right of Expression and Limitations

Students may exercise the right to freedom of expression through speech, assembly, petition, and other lawful means and have the right to advocate change of any law, policy, or regulation. The exercise of this right may not interfere with the rights of others, nor may oral or written student opinions or visual expression be used to present material that falls into any of the following categories:

1. Material that reasonably leads the principal to forecast substantial disruption of, or material interference with, school activities or that endangers the health or safety of students. A full definition of such material and the procedures to be used by the principal in making a forecast of disruption are contained in the current version of [Regulation 2612, Regulations and Procedures Governing Freedom of Expression by Students](#).
2. Material that is [libelous](#) or [slanderous](#): statements that are inaccurate or false statements that injure the person by damaging their reputation; cause personal humiliation, mental anguish, and suffering; or cause other injuries. A more detailed definition of libelous and [slanderous](#) material and additional guidelines governing such material are contained in the current version of [Regulation 2612](#).
3. Material that advocates the commission of a criminal act or is a criminal act as defined by the criminal code of the United States, the Commonwealth of Virginia, or Fairfax County.
4. Material that is obscene as defined in [Section 18.2-372 of the Code of Virginia \(1950\)](#), as amended, or material that is “harmful to juveniles” as defined in [Section 18.2-390](#) or that violates [Section 18.2-391 of the Code of Virginia \(1950\)](#), as amended. Current copies of these sections of the Code of Virginia are provided upon request from the Office of Equity and Student Conduct.

D. Right to Safe Digital Environments

Students have the right to safe, trusting, accessible, and positive physical and virtual learning environments. In accordance with Appendix A of the SR&R, these rights include: the right to be treated with respect in online learning environments; the right to express beliefs and opinions respectfully in online environments without being interrupted or punished; the right to access, support, and opportunities to use the provided technology tools and resources that support learning; the right to use technology to interact with other students, teachers, and class content to support their learning in both the physical and virtual environments. Students may exercise these rights and privileges as long as they do so in a manner that does not interfere with the rights of others or the schools’ ability to provide a safe learning environment.

E. Right to Distribute Literature

In high schools and middle schools, the student government shall coordinate the procedures for receiving and reviewing literature that students enrolled in the school want to display or distribute. In all schools, the material is subject to approval by the principal. The principal, in consultation with the student government, if feasible, shall determine adherence or nonadherence to the provisions of this section and the current versions of [Regulation 2612](#), [Policy 1365, Distribution of Materials](#), and [Regulation 1367, Distribution of Fliers or Other Informational Materials, Nonprofit Organizations’ Access, and Procedures for Contests and Competitions](#). If the literature satisfies these requirements, the principal and student government shall not deny distribution based on the viewpoint expressed in the literature. The principal shall make this determination within one day after copies are presented and shall designate a reasonable time, place, and manner for distribution or display of such literature if the provisions of this section and the current version of [Regulation 2612](#) have been met.

Any student who does not agree with the principal's decision may appeal in writing within four school days to the region assistant superintendent, who shall make a decision within two school days after receipt of the appeal. A student who does not agree with the decision of the region assistant superintendent may appeal in writing to the Division Superintendent. The Division Superintendent will render a decision within two school days, and that decision shall be final. The above time periods may be enlarged by school officials in extraordinary situations.

Elementary students may not make mass distributions of non-school materials in school buildings or on [school property](#) during school hours, including during bus arrival and departure times.

F. Rights of Adult Students and Their Parents/Guardians

With certain exceptions, 18-year-olds are considered adults under the law of Virginia. Those 18-year-olds who want to act in lieu of their parent/guardian regarding field trips, part-time employment, use of motor vehicles, and questioning by police, must sign a declaration. Students who want to exercise this right may do so by following the procedures outlined in the current version of [Regulation 2604, Rights of Adult Students](#). The parent/guardian of such a student shall be notified of the student's decision in this regard.

As provided by federal law, the parent/guardian of a student who is a dependent for tax purposes may have access to the student's record. Further, as required by the Code of Virginia², the parent/guardian will be notified by letter of any instance of the student's suspension from school. School personnel will continue to contact the student's parent/guardian regarding the student's academic performance in school and any suspension from school even though a declaration is filed by the student. Unless otherwise noted, adult students are subject to all rules and regulations of the school.

The SR&R hearing and appeal process does not apply in its entirety to students who are older than persons of school age as such term is defined in the Code of Virginia unless such students are eligible for special education services pursuant to the Individuals With Disabilities Education Improvement Act (collectively, "adult students"). While adult students are expected to comply with the rules of conduct as stated in the SR&R, the hearing and appeal process applicable to them is more limited and is as follows: the determination of whether an adult student has violated one or more rules of conduct, whether the adult student should be disciplined (up to and including [expulsion](#)), and whether readmission should be allowed, shall be made by the school principal whose decision in that regard shall be final unless-as to a [long-term suspension](#) or expulsion-the adult student appeals in writing within four business days to the hearing officer. If an appeal is made by the adult student, the hearing officer may decide the appeal by reviewing only the written record or may elect to hold an additional hearing. The hearing officer's decision shall be in writing. If an appeal is made by the adult student to the School Board, the School Board may decide the appeal by reviewing the written record or may elect to hold an additional hearing.

² According to the Code of Virginia, a "person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year. [Va. Code §22.1-1](#).

G. Right for School Records

Students have the right to accurate and complete school records, maintained in accordance with applicable [federal](#) and [Virginia](#) laws. Accurate and complete individual records shall be maintained for each student enrolled in FCPS. The current versions of [Policy 2701, Student Personal Data](#), [Regulation 2701, Student Personal Data](#), and the Management of Student Scholastic Records Manual (the "Records Manual"), govern the management of student records and provide:

1. That a [parent/guardian](#) has the right to inspect any and all records relating to their dependent(s).
2. That students who have reached 18 years of age, or are attending an institution of postsecondary education, have the right to inspect their records.
3. That students under the age of 18, with written parent/guardian permission, may inspect their records.
4. That information may be released to others only under carefully prescribed conditions in accordance with applicable [federal](#) and [Virginia](#) law, and outlined in the annual notice provided to all FCPS families regarding Surveys, Records, Curriculum, [Privacy](#), and Related Rights and Opt-Out Forms.
5. That nominal fees may be charged for duplication of records.
6. That a [parent/guardian](#) or adult students may challenge the contents of a student's scholastic record by following the procedures in the Records Manual, which provides for a complaint and a hearing.
7. That certain information, known as directory information, may be released without parent/guardian consent, in accordance with applicable [federal](#) and [Virginia](#) law, unless the [parent/guardian](#) has opted out of such disclosure in the annual notice provided to all FCPS families regarding Surveys, Records, Curriculum, [Privacy](#), and Related Rights and Opt-Out Forms.
8. That scholastic records may be forwarded on request to a school in which the student intends to enroll or to which the student has applied for admission.

The current versions of [Policy 2701](#), [Regulation 2701](#), and the Records Manual are available for review in the principal's office at each school.

H. Right to Voice Concerns³

Students or the [parent/guardian](#) who believe that actions or inactions of the school officials are not in their best interests may present concerns via written (preferred method) or

³ This section does not apply to situations involving violations of conduct that result in suspensions from school, reassignments, or expulsion recommendations. For information on the right to appeal a short-term suspension from school to the Division Superintendent, see Chapter II.C.4.d. of this regulation. For information on the right to appeal to the School Board a long-term suspension from school, a school reassignment decision, or an expulsion recommendation, see the current version of [Policy 2611](#), Procedures for Hearings and Appeals to School Board.

verbal notice to teachers, counselors, or school administrators who shall make themselves available or schedule appointments to hear these concerns.

If you have any questions or concerns about this right, you may contact the Office of the Ombuds at ombuds@fcps.edu. If you have any questions or concerns about the right to report Sex Discrimination under Regulation 2118, contact the Title IX coordinator at titleixcoordinator@fcps.edu.

1. Meeting with the Principal

If a student or [parent/guardian](#) is not satisfied that a concern previously presented to a member of the school staff has been resolved satisfactorily, the student or parent/guardian may request a meeting of the student, the parent/guardian, and the principal. The principal may require the parent/guardian to attend and shall, following the meeting, promptly inform the parent/guardian in writing of the decision on the concern. All staff shall report any observed or reported allegations of prohibited discrimination. The principal shall notify the Title IX coordinator of complaints alleging Sex Discrimination.

2. Concerns to the Region Assistant Superintendent

The principal's decision on a concern may be submitted for review by the student or [parent/guardian](#) to the region assistant superintendent within two [school days](#) following receipt of the principal's decision. The written concern shall precisely state the reasons for the dissatisfaction with the principal's decision and shall be limited to the matter under review. Upon receipt of a written concern, the region assistant superintendent shall promptly review the concern and inform the student or parent/guardian in writing of the decision. The region assistant superintendent has the discretion to include a meeting with the principal and the student or parent/guardian as part of the review of the concern.

3. A Discrimination & Harassment Reporting Tool has been developed to allow students and families to be able to report incidents in which they feel they have experienced bias and/or discrimination. The tool is housed within the *Let's Talk* Platform and can be accessed by (a) launching application from Student desktops; or (b) link on FCPS Website.

I. Responsibility for Attendance

1. General

School attendance is required by law, as outlined in the Code of Virginia, for all enrolled students, ages five to eighteen. Students are expected to attend all classes and to arrive for each class on time. Students shall follow their assigned daily schedules unless properly excused by the principal or authorized representative. Students shall provide a satisfactory written explanation from their [parent/guardian](#) for any absence from class, and any student who seeks to leave school during the [school day](#) shall submit in advance a written parent/guardian request directed to the principal. Principals may, at their discretion, accept a personal or telephone contact with the parent/guardian in lieu of a written request. The current version of [Regulation 2234](#),

[Student Absences and Attendance Regulations](#), provides additional details, including how school absences and tardies are treated.

2. Chronic Absence

School attendance is a critical component in a child's academic success.

Chronic absence is defined as missing ten percent or more of the school year for any reason (missing 18 or more school days per year), including illness or family emergency, suspensions, and unexcused absences. Missing school for any reason can impact learning, and chronic absence has been associated with below grade level reading skills, course failure, and dropping out of school. If a student is chronically absent, the school principal will contact the [parent/guardian](#) to develop a plan for improved attendance.

- Regular attendance in elementary school improves the chances that a child will read on grade level.
- Students who attend 90 percent or more of the school year are more likely to graduate from high school on time.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with peer conflicts, or facing some other potentially serious difficulty.
- The Virginia Department of Education's Standards of Accreditation include chronic absenteeism as one of the school quality indicators.

3. Unexcused Absences

An unexcused absence is an absence where (i) the student misses the scheduled instructional [school day](#) in its entirety and (ii) no indication has been received by school personnel within three days of the absence that the student's [parent/guardian](#) is aware and supports the absence, or (iii) the parent/guardian provides a reason for the absence that is unacceptable to the school administration. The school administration may change an unexcused absence to an excused absence when it determines that the parent/guardian has provided an acceptable reason meeting criteria for the student's absence or there are extenuating circumstances. School attendance is required by law, as outlined in the Code of Virginia. Absences and tardies will be addressed by individual interventions with students and the parent/guardian. Students are fully responsible for completing any missed assignments.

4. Five or More Unexcused Days of Absences

Whenever any student accumulates a total of five unexcused days of absence in a school year, the school will contact the [parent/guardian](#) and a plan will be developed. If the student continues to have unexcused absences in the same school year, and accrues a total of ten unexcused absences, a conference will be scheduled, and the attendance officer or attendance intervention specialist will be notified. If further

incidences occur in the school year, the attendance officer may file a complaint with the Juvenile and Domestic Relations Court as described in [Section 22.1-258 of the Code of Virginia](#). The current version of [Regulation 2234](#) provides additional details.

Parents/guardians are encouraged to contact their child's school if they are concerned that their child is not regularly attending school. For health-related absences, be sure to keep an open line of communication with your school public health nurse, school staff and teacher. We want to partner with parents/guardians to develop solutions before absences begin to accumulate. For additional information on school attendance, please visit www.fcps.edu/attendance.

J. Responsibility for Pledge of Allegiance and One Minute of Silence

The Pledge of Allegiance will be recited, and a moment of silence will be observed daily at the direction of the principal unless the student or [parent/guardian](#) objects to participation in such exercises. Students shall not be subjected to unfavorable comment or [stigmatization](#) for their decision to participate in or to [abstain](#) from the [recitation](#) of the Pledge of Allegiance or the observance of one minute of silence. Nonparticipating students are expected to sit quietly, or to stand silently, during the Pledge of Allegiance or the observance of the minute of silence and to refrain from engaging in any disruptive or distracting activity. No disciplinary sanctions may be imposed for refusal to participate in reciting the Pledge of Allegiance or in observing the minute of silence; however, interference with the exercise of pledging allegiance by others or interference with other students' exercise of their choice to [meditate](#), pray, or engage in any other silent activity may result in the same disciplinary measures accorded to other instances of classroom disruption in school. Student prayer rights are described in more detail at <https://www.fcps.edu/current-employees/employee-resources/equity-and-employee-relations-eer/guidelines-religious>.

K. Responsibility for Dress Code

FCPS' student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes or increase marginalization or oppression of any group based on race, color, national origin, caste, religion, sex, pregnancy, childbirth, medical condition, household income, sexual orientation, gender identity, gender expression, marital status, disability, age, or genetic information.

All students are expected to dress in accordance with the FCPS dress code, which is outlined in Regulation 2613. Students must wear a shirt and bottom or a one-piece garment (e.g., romper, dress), regardless of gender identity, that serves the same function as a shirt and bottom, and shoes. When appropriate, students must also wear clothing required by specialized courses or activities.

Examples (illustrative, not exhaustive) of prohibited clothing and accessories, in violation of the FCPS dress code, are those that, regardless of the student's age or gender: a) expose genitalia, breast, or buttocks, b) expose underwear or undergarments, whether due to the transparency, length, or lack of coverage c) depict or promote illegal, violent, or lewd conduct, or d) depict or promote the unlawful possession or use of weapons, alcohol, tobacco, drugs, drug paraphernalia, or other controlled substances (regardless of the student's age).

Refer to Regulation 2613 for comprehensive details regarding the FCPS dress code, which includes information in the following categories:

- Required attire.
- Optional attire.
- Prohibited attire and accessories.
- Dress code enforcement and stakeholder responsibilities.

Students who are not compliant with the foregoing may be subject to counseling, loss of privileges, removal from class or activities, or disciplinary action.

The current version of [Regulation 2613, Student Dress Code](#) provides additional details.

L. Responsibility for Digital Citizenship and Security

Digital citizenship education is provided to all students for the purpose of maintaining a safe environment.

FCPS expects students to be responsible members of society and to display digital citizenship in accordance with the Acceptable Use Policy for Student Network Access at all times. When using devices, students shall respect others, conduct themselves ethically, and follow digital citizenship and security guidelines on school distributed items and personally owned computing and network devices. Students are to respect the rights of others and to refrain from the use of profanity or hateful messaging and cyber bullying in accordance with the FCPS non-discrimination policy. Students may not post information if it violates the privacy of others, jeopardizes the health and/or safety of students, is obscene (including the portrayal or description of sexual matters) or libelous, causes substantial disruption of school activities, plagiarizes the work of others, or is a commercial advertisement. It is the responsibility of the students to use only their account or password. It is a violation to share passwords or to otherwise give access to an account to any other user. Depending upon the specific circumstances, failing to adhere to these standards can lead to consequences under the SR&R.

The FCPS' network access is intended for educational purposes only. Any attempt to use any technology inappropriately, the operation of the network or equipment, or interfere with the learning environment is prohibited and will be subject to the sanctions under the SR&R. Students may be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the school environment, and/or results in a criminal charge or conviction.

A more detailed outline of specific rights and responsibilities for students using FCPS electronic devices and the FCPS network can be found in the current version of [Regulation 6410, Appropriate Use of Fairfax County Public Schools' Network and Internet Resources](#).

M. Responsibility Related to Distribution of Literature

Students have a responsibility to see that expressions do not interfere with the educational program. Students have a responsibility to refrain from (i) using visual imagery or

statements that are profane, obscene, slanderous, libelous, or violent; (ii) using disruptive tactics; and (iii) advocating violation of the law or school regulations, to include, but not limited to, any distribution of literature promoting the use of illegal substances, inaccurate or false statements that injure the person by damaging his or her reputation; cause personal humiliation, mental anguish, and suffering; or cause other injuries.

N. Cell Phones

Students have a responsibility to adhere to the differentiated expectations for cell phone use to foster a positive learning environment.

1. Students in grades K-6 (including 6th grade students at Poe MS, Holmes MS, and Glasgow MS): Phones must be silenced and in backpacks for the duration of the school day. Phone accessories (e.g., airpods, earbuds, headsets, other items connected to the phone) are also to be silenced and away when phone use is prohibited. Watches that serve a dual purpose (e.g., smart watch) may be worn; however, phone features (e.g., texting, internet, calls, etc.) are to be off when phone use is prohibited. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs. Cell phones may be used on campus before and after school only.
2. Students in grades 7-8: Phones must be silenced and kept put away for the duration of the school day. Phone accessories (e.g., airpods, earbuds, headsets, other items connected to the phone) are also to be silenced and away when phone use is prohibited. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. Storage may be in a locker, backpack, pencil bag, etc., during the day. Watches that serve a dual purpose (e.g., smart watch) may be worn; however, phone features (e.g., texting, Internet, calls, etc.) are to be off when phone use is prohibited. With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs. Cell phones may be used on campus before the first bell and after the last bell only. **Note:** Secondary schools (i.e., Robinson Secondary, Lake Braddock Secondary, and Hayfield Secondary) have the ability to permit cell phone usage during passing periods as the three schools support students in grades 7-12 who frequently use the same halls for class change to ensure cell phone expectations can be operationalized within the three schools' unique structures.
3. Students in grades 9-12: Phones must be silenced and put away during all instructional periods. Phone accessories (e.g., airpods, earbuds, headsets, other items connected to the phone) are also to be silenced and away when phone use is prohibited. Watches that serve a dual purpose (e.g., smart watch) may be worn; however, phone features (e.g., texting, internet, calls, etc.) are to be off when phone use is prohibited. Storage may be in a locker, backpack, pencil bag, etc., during classes. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. With the approval of the principal or their designee, teachers may allow usage of cell phones for instructional activities where they are the most appropriate tool; however, one-to-one FCPS devices should meet most needs. Cell phones may be used on campus before the first bell, after the last bell, during passing periods, and lunches.

4. Parents/guardians, multi-disciplinary team members, or other persons with knowledge of students who require access to personally owned devices as an accommodation shall make requests for such accommodations through their respective multi-disciplinary team (i.e., 504 Committee, IEP Team, English Language Committee, Multi-Tiered Systems of Support [MTSS] Team).

O. Responsibility Regarding Search and Seizure

1. General

Desks, lockers, and storage spaces, which are the property of the school are provided to students for their use. The principal may conduct general inspections on a periodic or random basis and may open desks, lockers, or storage spaces and examine the contents, including personal belongings of students. The [parent/guardian](#) shall be notified of instances of a general search or an individual search of belongings.

2. Individual Belongings

Any desk, locker, storage space, item of personal belonging, electronic device, and/or vehicle parked on [school property](#) or at a school-sponsored activity may be inspected on an individual basis when reasonable grounds exist to suspect that it contains evidence of a violation of a school regulation or of unlawful activity (such as illegal drugs, [weapons](#), stolen property, and other contraband), provided that the search is conducted primarily for the purpose of enforcing order and discipline in the school or at the school-sponsored activity and not for criminal prosecution. Reasonable efforts to locate the student should be made prior to the search, if practicable. If the student is present, the school official shall advise the student of the circumstances justifying the search and seizure of the objects that the official believes the search may disclose. If the student is not present, the student shall be subsequently informed of the search. Stolen items, items that are prohibited by law, and items that are possessed or used in violation of School Board policy or school system regulations may be impounded. The student shall be given a receipt for any items impounded (other than contraband) by school authorities, and the [parent/guardian](#) shall be notified of any items impounded.

3. Individual Search

Students believed to have any such contraband on their person may be searched, and metal detectors may be used. Such personal searches may extend to pockets; to the removal and search of outer garments such as jackets, coats, sweaters, or shoes; and to items such as pocketbooks or backpacks. Students suspected of having consumed alcohol are subject to breath sample tests (as provided in the current version of 2601), as appropriate. Students who, without the permission of school officials, leave their school campus or otherwise access unauthorized areas (including their own vehicles) during the school day and thereafter return to any portion of [school property](#) during that same school day, are subject to search, as determined by school administration.

4. Video and Audio Surveillance

Public areas of [school property](#) are subject to video and audio surveillance and recording.

P. Supporting Safe School Communities

All students are expected to contribute to the development and maintenance of healthy, safe school communities. Student bystanders witnessing harmful or unsafe behaviors are expected to seek out a staff member as soon as possible, alerting them to their concerns. They may also serve as a support to other students by offering encouragement to engage in healthy coping strategies and to seek out a trusted adult. Students should not participate in behavior that may serve to escalate harmful or unsafe situations. Examples of such behaviors include instigation of bullying behaviors and videotaping altercations.

CHAPTER II

ACTS FOR WHICH STUDENTS MAY BE DISCIPLINED, DISCIPLINARY PROCEDURES, AND INTERVENTIONS

Positive approaches to student discipline and collaboration among [parents/guardians](#), teachers, and school administrators have proven to be the best way to teach expected conduct and responsible citizenship. Fairfax County Public Schools (FCPS) is committed to working with parents/guardians and utilizes schoolwide systems to teach, model, and reinforce positive conduct. The partnership between schools and families promotes school safety, effective learning environments, and the social and emotional development of students. When students do not demonstrate expected conduct or engage in misconduct that creates a disturbance in the learning environment or unsafe conditions for others in the school, a range of interventions and consequences is utilized. Under law, certain misconduct is expressly prohibited on [school property](#), buses, and during school-sponsored activities and may result in prescribed consequences. Other misconduct may result in interventions and/or disciplinary consequences determined by the principal, taking into consideration all relevant factors.

At Fairfax County Public Schools (FCPS), we affirm the neurodiversity of all students through promoting positive self-concept, leveraging and nurturing strengths, and universally designing learning environments that center students' lived experiences, abilities, and identities. Every individual is neurodiverse from one another as we all think, behave, feel, perceive, communicate, self-regulate, and learn in different ways due to our unique biological makeup, experiences, and identities. All of these different ways of being are value neutral, meaning that there is not one 'correct' or 'right' way of functioning.

FCPS is committed to a strengths-based approach, centering human variability at the forefront of our decision-making processes and design practices so that all students have equitable opportunities and access to a quality education. This includes removing or minimizing barriers, providing scaffolds and supports to meet students' needs, building mindsets that drive inclusive language and address biases, and promoting spaces of belonging. FCPS believes it is critical to honor and understand different forms of communication, expression, and cognition so that all students feel seen, safe, and heard.

Administrators consider many factors when determining appropriate responses to student behavior, including, but not limited to, the student's age, developmental factors, and past response to interventions. Administrators may consider other factors independently or in consultation with staff members to discern what the behavior may be communicating. Administrative responses and interventions are designed to assist staff in understanding and addressing student behavior, re-teach and reinforce school and classroom expectations and prevent further issues that may impede academic progress, interfere with school operations, create negative relationships, or endanger the health, safety, and welfare of students or others. Fairfax County Public Schools use a [multi-tiered system of support \(MTSS\)](#) to support the individual needs of each student using a whole-child approach. MTSS is a framework through which teams make decisions based on data to provide differentiated classroom instruction and the necessary academic, behavior, and social-emotional wellness supports for all students across all schools.

FCPS is committed to the consistent, unbiased, and equitable implementation of discipline policy, regulations, and practices across all schools, educational programs, and varying demographic categories. The discipline response chart below is utilized to increase consistency and guide principal decisions regarding discretionary consequences. Possible disciplinary sanctions for

each level are defined and, when used, should be paired with an intervention from the same level or an earlier level as appropriate.

The following administrative responses to student behavior are provided as a guide for administrators but will in no manner limit administrators' ability to exercise discretion required to construct a response and intervention that, in their judgement, is appropriate under the totality of the circumstances presented. While reliance upon suggested levels may be appropriate when responding to many student behavior issues, FCPS recognizes that circumstances will arise which warrant an administrative response that varies from the table set forth below. Those circumstances include, but are not limited to, incidents in which the principal determines that the misconduct has substantially impeded the learning of the students or others, interfered with school operations, endangered the well-being of others, or the conduct was repetitious following attempts to intervene.

In the event of a conflict between a provision of the chart and the narrative of the SR&R, the narrative shall govern.

Leveled Responses to Student Behaviors

X = aligns with state and local guidance for where leveled sanctions should begin.

* = allows this level of sanction to be imposed at the principal’s discretion as part of a progressive response.

® = allows for a suspension up to 5 days if frequency and/or intensity are present. Also allows for a referral to the Division Superintendent; however, if a referral is made, the misconduct must meet one or more of the following criteria: 1) substantially disrupted the instructional program, 2) endangered the well-being of others, 3) follows school-based interventions initiated in response to prior violation.

SBAR Code ⁴	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
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 (such as cheating, plagiarism)	X	X	*	®	
BAP4 ⁵	Unexcused tardiness to class	X	X			
BAP5 ⁵	Unexcused tardiness to school	X	X			

SBAR Code	Category B: Behaviors related to School Operations (BSO) that interfere with the daily operation of school procedures	Level 1	Level 2	Level 3	Level 4	Level 5
BSO1	Altering an official document or record	X	X	*	®	
BSO2	Giving false information to staff; 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	®	
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	®	
BSO7	Dress Code Violation	X	X	*		
BSO8	Gambling (games of chance for money or profit)	X	X	*	®	
BSO9	Possessing items that are inappropriate for school, but do not endanger others (examples include toys, literature, electronics)	X	X	*	®	
BSO10	<u>Possession</u> of stolen items, other than prescription medication	X	X	X	®	
BSO11	Unauthorized use of school electronic or other equipment	X	X	*	®	
BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X	X	®	

⁴ SBAR Codes are the student disciplinary reporting codes established by the Virginia Department of Education.

⁵ Exclusionary dispositions shall not be given for tardiness, attendance infractions, or cell phone infractions.

SBAR Code	Category B: Behaviors related to School Operations (BSO) that interfere with the daily operation of school procedures	Level 1	Level 2	Level 3	Level 4	Level 5
BSO13	Violation of School Board policy regarding the possession or use of portable communication devices	X	X	*	*	
BSO13a ⁵	Violation of above with regard to cell phone possession or use	X	X			
BSO14	Vandalism, graffiti, or other damage to school or personal property	X	X	X	*	
BSO15 ⁵	Student is not going to class as assigned	X	X			
BSO16 ⁵	Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance)	X	X			

SBAR Code	Category C: Relationship Behaviors (RB) which create a negative relationship between two or more members of the school community (No physical harm is done) ⁶	Level 1	Level 2	Level 3	Level 4	Level 5
RB1	Bullying with no physical injury	K-6	X	X	®	
RB2	Cyberbullying	K-6	X	X	®	
RB3	Posting, distributing , displaying, or sharing inappropriate or obscene material or literature, including using electronic means	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	*	
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)					
RB8a	Swearing/cursing	X	X	X	®	
RB8b	Hate speech	X	X	X	®	
RB8c	Gang signs	X	X	X	®	
RB8d	Gestures	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					
RB9a	Using slurs based upon the actual or perceived race	K-6	X	X	®	
RB9b	Using slurs based upon the actual or perceived ethnicity	K-6	X	X	®	
RB9c	Using slurs based upon the actual or perceived color	K-6	X	X	®	
RB9d	Using slurs based upon the actual or perceived national origin	K-6	X	X	®	
RB9e	Using slurs based upon the actual or perceived citizenship/immigration status	K-6	X	X	®	
RB9f	Using slurs based upon the actual or perceived weight	K-6	X	X	®	
RB9g	Using slurs based upon the actual or perceived gender	K-6	X	X	®	

⁶ These behaviors do not include Sex Discrimination within the scope of Title IX. For information, see [Regulation 2118](#).

SBAR Code	Category C: Relationship Behaviors (RB) which create a negative relationship between two or more members of the school community (No physical harm is done) ⁶	Level 1	Level 2	Level 3	Level 4	Level 5
RB9h	Using slurs based upon the actual or perceived gender identity (which includes, but is not limited to, malicious deadnaming or malicious misgendering)	K-6	X	X	®	
RB9i	Using slurs based upon the actual or perceived gender expression	K-6	X	X	®	
RB9j	Using slurs based upon the actual or perceived sexual orientation	K-6	X	X	®	
RB9k	Using slurs based upon the actual or perceived religion	K-6	X	X	®	
RB9l	Using slurs based upon the actual or perceived disability	K-6	X	X	®	
RB10	Failure to respond to questions or requests by staff	X	X	X	®	
RB11	Unwanted or improper physical contact	X	X	X	*	

SBAR Code	Category D: Behaviors of a Safety Concern (BSC) which create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5
BSC1	Alcohol: Possessing or using alcohol		X ⁷	X	®	
BSC1a	Alcohol: Under the influence of		X ⁷	X	®	
BSC2	Alcohol: Distributing alcohol to other students				X	
BSC3	Drugs: Possessing drug paraphernalia		X	X	®	
BSC4	Drugs: Violating School Board non-prescription (Over-the-Counter) medication policy (see narrative)	X	X	X	®/ *	
BSC4a	Drugs: Violating School Board imitation drug policy		X ⁸		X	
BSC5	Tobacco: Possessing tobacco products		X	X	®	
BSC5a	Tobacco: Using tobacco products		X	X	®	
BSC5b	Tobacco: Distributing tobacco/electronic cigarette products		X	X	®	
BSC5c	Tobacco: Possessing tobacco paraphernalia		X	X	®	
BSC5d	Tobacco: Possessing electronic cigarettes		X	X	®	
BSC5e	Tobacco: Using electronic cigarettes		X	X	®	
BSC6	Bullying behavior without physical injury that continues after intervention. Bullying that leads to physical injury should be classified as Assault and Battery		X	X	X	
BSC7	Cyberbullying that continues after intervention. 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	

⁷ Required response for first time possession, use of alcohol, inhalants, or non-alcoholic beer: up to a 2 day in- school suspension; voluntary completion of Alcohol and Other Drug intervention; parent/guardian information session; 7-14 days temporary removal from student activities. The student may be referred to Division Superintendent if the incident substantially disrupted the instructional program or endangered the well-being of others. Selling or distribution of drugs (with the exception of alcohol and tobacco products) shall be a mandatory referral to the Division Superintendent.

⁸ While exceptions may apply, the typical required response for first time possession or use of prescription drugs (that are not prescribed to the student) or imitation drugs: 2 days in-school suspension; completion of Alcohol and Other Drug intervention; parent/guardian information session; 21 days temporary removal from student activities. The student may be referred to Division Superintendent if the incident substantially disrupted the instructional program or endangered the well-being of others.

SBAR Code	Category D: Behaviors of a Safety Concern (BSC) which create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment (includes age, marital, and military status)		X	X	X	
BSC8 a-d ⁶	<p>Discriminatory Harassment: Harassment based on a person's (a) race, color, national origin (including malicious outing related to citizenship or national origin), (b) religion (including malicious removal of religious garb), (c) disability, (d) any other legally protected category (including malicious outing related to gender identity or sexual orientation)</p> <p>Discriminatory harassment is unwanted conduct toward an individual based on their actual or perceived age, race, color, sex, gender identity, sexual orientation, religion, national origin, marital status, disability, or any other legally protected class. The conduct must be sufficiently severe such that it creates a hostile educational environment, meaning it denies or limits a student's ability to participate in or benefit from education programs and activities. Discriminatory harassment may be expressed in various ways, including through physical actions or through verbal, nonverbal, electronic, or written communications. Discriminatory harassment may include conduct such as epithets, various slurs such as racial, deadnaming, and misgendering, negative stereotyping, jokes, written, printed, or graphic material that contains offensive, demeaning, or degrading images or comments.</p>		X	X	X	
BSC8f	Discriminatory Harassment (includes harassing conduct): Gender Identity <i>(Before disciplining, consult with the Title IX office.)</i>		X	X	X	
BSC8g	Discriminatory Harassment (includes harassing conduct): Sexual Orientation <i>(Before disciplining, consult with the Title IX office.)</i>		X	X	X	
BSC9	Bus: Distracting the bus driver	K-6	X	X	®	
BSC10	Bus: Endangering the safety of others on the bus	K-6	X	X	®	
BSC11	Fire Alarm: Falsely activating a fire or other disaster alarm	K-6	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	®	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	K-6	X	X	*	
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X	®	
BSC17	Minor shoving, pushing, striking, or biting a student with no visible injury	X	X	X	®	
BSC18 ⁶	Exposing body parts, lewd , or indecent public behavior	K-6	X	X	®	

SBAR Code	Category D: Behaviors of a Safety Concern (BSC) which create unsafe conditions for students, staff, and/or visitors to the school	Level 1	Level 2	Level 3	Level 4	Level 5
BSC19 ⁶	Physical contact of a sexual nature: patting body parts, pinching, tugging clothing	K-6	X	X	*	
BSC22	Stealing money or property using physical force (no weapon involved)		K-6	X	X	
BSC24	Leaving school grounds without permission	X	X			
BSC25	Trespassing	X	X	X	®	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another		X	X	®	
BSC27	Weapons : Possessing any weapon (other than a firearm) as defined by §18.2-308.1 (This does not include water guns and toy guns; consider using BSO9 for toys.)		K-6	X	*	
BSC27a	Possessing a machete, switchblade knife, or any other knife with a blade length of three inches or more					X

SBAR Code	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
BESO1	Assault: Intending to cause physical injury to another person	K-6	X	X	X	
BESO1a	Group Assault: Intending to cause physical injury to another person	K-6	X	X	X	
BESO2	Assault and Battery: Causing physical injury to another person other than a staff member		K-6	K-6	4-12	
BESO2a	Assault and Battery: Causing physical injury to a staff member		K-6	K-6	4-6	7-12
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	K-6	X	X	X	
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications					
BESO5a	Drugs: Possessing marijuana or THC oil			X	®	
BESO5b	Drugs: Possessing Schedule I/II drugs					X
BESO5c	Drugs: Possessing inhalants		X ⁷	*	®	X ⁷
BESO5d	Drugs: Possessing unauthorized prescription medications			X	®	X
BESO5e	Drugs: Possessing your own prescription medication (not including an inhaler or epi-pen)	X	X			
BESO5f	Drugs: Possessing other drugs					X
BESO6	Drugs: Being under the influence of controlled substances , illegal drugs, inhalants , or synthetic hallucinogens, or unauthorized prescription medications			X	®	

SBAR Code	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
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens, or unauthorized prescription medications.					
BESO7a	Drugs: Using marijuana or THC oil		X ⁷		®	
BESO7b	Drugs: Using Schedule I/II controlled substances (including cocaine, ecstasy, LSD, and synthetic marijuana, etc.)			X	X	X
BESO7c	Drugs: Using inhalants		X ⁷		®	
BESO7d	Drugs: Using unauthorized prescription medications			X ⁸	®	X ⁹
BESO7e	Drugs: Using your own prescription medication (not including an inhaler or epi-pen)	X	X			
BESO7f	Drugs: Using other drugs					X
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X	
BESO10	Gang-Related Behavior : Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46 ¹⁰		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)		K-6	X	X	
BESO13	Threatening, intimidating, or instigating violence, injury, or harm to another student(s) or other(s) (not including written threats)	K-6	X	X	X	
BESO14	Threatening, intimidating, or instigating violence, injury, or harm to a staff member in writing (reports to law enforcement when victim is staff: exception for mandatory report to law enforcement is if the student with a disability)		K-6	X	X	
BESO14 a	Threatening, intimidating, or instigating violence, injury, or harm to another student(s) in writing	K-6	X	X	X	
BESO15	Using an object not generally considered to be a weapon to threaten, intimidate, or attempt to injure school personnel					X
BESO16	Using an object not generally considered to be a weapon to threaten, intimidate, or attempt to injure student(s) or other(s)					X
BESO17	Bomb Threat: Making a bomb threat		*	X	X	
BESO18	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)					

⁹ Second or subsequent possession or use of a prescription drug not prescribed to the student, or imitation drugs, shall result in a referral to the Division Superintendent.

¹⁰ Students engaging in gang-related activities should be referred to the Office of Student Safety and Wellness for additional resources.

SBAR Code	Category F: Persistently Dangerous (PD). Behaviors described in the Virginia’s Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.	Level 1	Level 2	Level 3	Level 4	Level 5																																																																
PD1	Homicide-Firearm					X																																																																
PD2	Homicide-Other Weapon									X																																																												
PD5	Use of a Bomb													X																																																								
PD6	Assault with Firearm or Weapon																	X																																																				
PD7	Actual or Attempted Robbery																					X																																																
PD8	Kidnapping/Abduction																									X																																												
PD9	Malicious Wounding without a Weapon																													X																																								
PD11	Illegal Possession of a Handgun																																	X																																				
PD12	Illegal Possession of Rifle or Shotgun																																					X																																
PD13	Illegal Possession of Any Other Projectile Weapon																																									X																												
PD14	Illegal Possession of a Bomb																																													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																				
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (Marijuana)																																																					X																
PD16a	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (Schedule I/II)																																																									X												
PD16b	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (Schedule III-VI)																																																													X								
PD16c	Distributing controlled substances , prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Marijuana , THC oil)																																																																	X				
PD16d	Distributing controlled substances , prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Schedule I/II)																																																																					X
PD16e	Distributing controlled substances , prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Schedule III-VI)																																																																					

SBAR Code	Title IX Sex Discrimination Title IX prohibits sex discrimination in public schools. Federal law dictates how schools specifically address certain types of offenses under Title IX. Title IX offenses must be immediately referred to the Title IX Office to be addressed under Regulation 2118 and school-based administrators cannot investigate or discipline Title IX offenses. After appropriate consultation with the Title IX Office, other sex-based conduct may be addressed under Regulation 2601, the SR&R. Regulation 2118 governs Title IX: Sex Discrimination by Students, including discipline. Potential disciplinary consequences for Title IX conduct include but are not limited to suspension, reassignment, expulsion, and exclusion from school and all school-sponsored activities. All Title IX conduct (including Hostile Environment Harassment, Dating Violence, Domestic Violence, Stalking, Rape, Sodomy, Fondling, Sexual Assault with an Object, Incest, Statutory Rape, and Retaliation) is defined in Regulation 2118.	Level 1	Level 2	Level 3	Level 4	Level 5
BSC8e	Hostile Environment Harassment					TIX
BSC8h	Dating Violence					TIX
BSC8i	Domestic Violence					TIX
BSC8j	Retaliation (related to reporting Sex Discrimination)					TIX
BSC21	Stalking					TIX
PD3	Sexual Assault (Rape, Sodomy, Fondling, Sexual Assault with an Object, Incest, Statutory Rape)					TIX
PD4	Attempted Rape and/or Sodomy					TIX
PD10	Aggravated Sexual Battery on a Student					TIX

The following levels of administrative response are comprised of tiered social-emotional, behavioral, and academic supports provided by other school personnel and in collaboration with the student’s family and can be paired with potential sanctions. The following administrative responses to student behavior are provided as a guide for administrators and intended to provide a progressive leveled response that is as minimally exclusionary to the fullest extent possible.

Intervention and supports listed are illustrative, not exhaustive.

Level	Responses:
1	<p>Level 1 Responses are intended to prevent further behavioral issues while keeping the student in school.</p> <p>Interventions and Supports:</p> <ul style="list-style-type: none"> • Seat change • Written reflection as an opportunity for intervention • Counselor/Student conference (includes re-teaching of expected behavior) • Behavior progress chart: recognize and reward positive alternative behavior • Administrator/Student conference • Administrator/Teacher/parent/guardian conference • Written reflection • Restorative circle or conflict resolution • School-based community service (to repair the relationship) • Restitution <p>Sanctions:</p> <ul style="list-style-type: none"> • Confiscation of student articles by the administration (to be returned to a parent/guardian) • Temporary loss of classroom or parking privileges • Detention (before school, at lunch, after school)
2	<p>Level 2 Responses are designed to prevent further behavior issues and keep the student in school. Interventions expand and, depending upon the severity of the behavior, may include short-term removal of the student from the classroom.</p> <p>Interventions and Supports (in addition to Level 1 options):</p> <ul style="list-style-type: none"> • Behavior contract (developed with and signed by the student, parent/guardian, and school officials) • Check-In/Check-Out • Schedule change • Referral to school multi-tiered system of support (MTSS) team • Consultation with support services (for example, school counselor, school psychologist, school social worker, Behavior Intervention teacher, ABA coach, Office of Special Education Instruction, Substance Abuse Prevention specialist, or Mentor Program) • Referral to local screening committee to determine need for assessment for special education or 504 eligibility • Referral to individualized education program (IEP) team <p>Sanctions (in addition to Level 1 options):</p> <ul style="list-style-type: none"> • Temporary removal from student activities for up to seven calendar days • Saturday detention • Removal from classroom for less than half the day (AIA) • In-school suspension (up to two school days) with behavioral instruction, academic support, and/or restorative practices.

Level	Responses:
3	<p>Level 3 Responses include more intensive interventions. Depending upon the severity, repeated nature of the behavior, and/or safety concerns, Level 3 responses may include the student’s short-term removal from school.</p> <p>Interventions and Supports (in addition to Levels 1 and 2 options):</p> <ul style="list-style-type: none"> • Restorative Justice conference • Referral to support services (for example, school counselor, school psychologist, school social worker, Behavior Intervention teacher, ABA coach, Substance Abuse Prevention specialist, or Mentor Program) • Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) • Referral to behavioral support group • Referral for community-based services • Risk assessment as indicated by the behavior • Invitation for parent/guardian to visit/consider alternative education programs • Referral to local screening committee to determine need for assessment for special education or 504 eligibility • Referral to individualized education program (IEP) team <p>Sanctions (in addition to Levels 1 and 2 options):</p> <ul style="list-style-type: none"> • Temporary removal from student activities for 7-14 calendar days • In-school suspension (up to five school days) with behavioral instruction and academic support • Short-term out-of-school suspension (up to two school days) with restorative circle or administrator conference upon return • Referral to law enforcement where required
4	<p>Level 4 Responses include targeted individualized interventions and customarily result in school-based disciplinary action; however, the principal may make a referral to the Division Superintendent for these violations. A referral to the Division Superintendent may result in a number of different responses based on circumstances and rarely results in an expulsion.</p> <p>Interventions and Supports (in addition to Levels 1–3 options):</p> <ul style="list-style-type: none"> • Restitution via written contract • Risk assessment as indicated by the behavior • If review of the student’s suspension record indicates that the student has had multiple suspensions for the same or related behaviors, suggesting a pattern of behavior concerns, or when there is a referral to the Division Superintendent, IEP team should conduct an FBA and/or BIP <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Referral to IEP team if the student has or will have had more than ten days of suspension cumulatively over the school year to determine how services will be delivered on day 11 • Request an IEP meeting to consider whether supports and/or services are needed • If any action may result in a change of special education placement, including a series of short-term removals that accumulate to more than ten school days in a school year or a referral to the Division Superintendent, then a Manifestation Determination Review must be conducted

Level	Responses:
	<p>Sanctions:</p> <ul style="list-style-type: none"> • Temporary removal from student activities for 14-21 calendar days • Short-term out-of-school suspension (up to three school days for grade K-3 students per incident, unless specified misconduct has occurred; up to five school days for grade 4-12 students, unless accompanied by referral to the Division Superintendent, in which case the principal may suspend for up to ten school days) with restorative circle or administrator conference upon return • Referral to the Division Superintendent • Referral to law enforcement as required
5	<p>Level 5 responses target behaviors for which the code of Virginia or School Board policy mandate a referral to the Division Superintendent. Interventions are intended to support the student during any related short-term removal from school, and to implement required protections for students with disabilities. A referral to the Division Superintendent may result in a number of different responses based on circumstances and rarely results in an expulsion.</p> <p>Required Interventions and Supports:</p> <ul style="list-style-type: none"> • Referral to Out-of-School Support office to arrange academic support during suspension • Referral to school counselor, school social worker, and school psychologist to identify who will contact family and student to determine emotional status and offer support <p>Students with Disabilities</p> <ul style="list-style-type: none"> • MDR, even if the student has not had ten days of suspension, because the consequence assigned may result in a change in placement • FBA or BIP • Referral to IEP team to determine how services will be delivered on day 11 (when a student with a disability has been suspended for 10 or more days cumulatively over school year) <ul style="list-style-type: none"> • IEP team may also consider possible need for change to goals, accommodations, services, or placement on IEP <p>Required School-Based Administrative Responses to Level 5 Behaviors:</p> <ul style="list-style-type: none"> • Referral to Division Superintendent • Risk assessment when indicated by the behavior • Referral to law enforcement as required

A. Acts for Which Students May Be Disciplined

Introduction: Administrators consider many factors when determining responses to student behavior and follow the leveled responses to student behavior charts. The least exclusionary sanctions paired with targeted interventions are to be used prior to removal from the classroom. When the intensity and/or frequency of the behavior is not positively impacted by less restrictive consequences, sanctions may include suspension, reassignment, [expulsion](#), and exclusion from school and all school-sponsored activities, for prohibited conduct as outlined in this regulation occurring on [school property](#), while engaged in or attending a school-sponsored activity (i.e.,

sports, clubs), or which affects students going to or returning from school including on a school bus or at a school bus stop. Students may also be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the school environment, and/or results in a criminal charge or conviction.

If a student has been suspended from school, make-up work will be provided by the school during the period of suspension and graded upon return. A [parent/guardian](#) is expected to provide adequate supervision for the student during periods of suspension and to work collaboratively with the school to arrange for assignments to be picked up and to ensure that the student completes assignments while on suspension.

A student may be subject to disciplinary action for violation of any: (i) federal, state, or local law, rule, or regulation and/or (ii) policy or regulation of the School Board, the school system, or the school. Principals customarily will respond to many instances of prohibited conduct with school-based consequences, including, where necessary, suspension not to exceed five days¹¹ as outlined in this regulation. For more serious violations, the principal has the discretion to choose to make a [referral to the Division Superintendent](#) to conduct a hearing in order to consider more serious disciplinary action (to include a [long-term suspension](#), a reassignment, and/or a recommendation to the School Board for [expulsion](#)). Where a [referral to the Division Superintendent](#) is made, the principal also may impose a suspension of up to ten days and may recommend a specific disciplinary action to the Division Superintendent. No inference is to be drawn from the absence of a principal's recommendation. For the most serious violations (including those involving certain [weapons](#), illegal drugs, and assault on a school employee causing injury), the principal is obligated by School Board policy to make a referral to the Division Superintendent.

A school principal may impose a [short-term suspension](#) and make a [referral to the Division Superintendent](#) in any situation involving prohibited conduct as outlined in this regulation. The misconduct must meet one or more of the following criteria: 1) substantially disrupted the instructional program, 2) endangered the well-being of others, 3) follows school-based interventions initiated in response to prior violations.

Any student who commits multiple offenses (regardless of their nature) at the same time or on different occasions may, at the discretion of school officials, face more stringent disciplinary action as a result, notwithstanding the sanction identified for any particular act of prohibited conduct. Nothing contained herein shall require the use of progressive disciplinary measures or shall establish the order in which such disciplinary measures shall be imposed.

Before a student is removed from their base school and reassigned to another educational setting, other disciplinary options will be considered such as loss of privileges, community service, after school detention, or Saturday school. When a student is subject to out-of-school suspension, the school system shall, if feasible, provide academic support and other services necessary for the student to maintain academic progress.

When a student makes an explicit or implicit threat or demonstrates concerning behaviors that

¹¹ Students who are in kindergarten through third grade ordinarily are not subject to suspensions from school of more than three consecutive days. Virginia law provides for exceptions where such students engage in dangerous misconduct (see Chapter II.C.3. of this regulation).

may pose a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others, the FCPS risk assessment procedures shall be followed pursuant to Regulation 2111 regardless of disciplinary action. These procedures are aligned with and informed by the Code of Virginia, section 22.1-79.4, which outlines the specific steps that must be taken by educators when a student poses a risk to the safety of others. A risk assessment is not a disciplinary action and is not a prerequisite to disciplinary action; however, students violating the SR&R may be subject to disciplinary action regardless of whether a risk assessment has been conducted and regardless of the outcome of that assessment.

When a student makes a [threat](#) of violence toward others, or when a student's behavior indicates that a threat is reasonably likely, a risk assessment will be conducted by school officials, pursuant to [Regulation 2111](#), Procedures for Conducting a Risk Assessment. The purpose of a risk assessment is to assess the seriousness of the student's threat, to provide assistance to the student being assessed, to support victims or potential victims, and to take preventive or corrective measures to maintain a safe and secure school environment. The [parent/guardian](#) is notified of the risk assessment and their input is part of the assessment process. Principals shall report to the police any occurrence of specific types of threats, and shall notify the parent/guardian of any minor child who is the object of such a threat, pursuant to [Regulation 2111](#). A risk assessment is not a disciplinary action and is not a prerequisite to disciplinary action. Students violating the SR&R are subject to discipline regardless of whether a risk assessment has been conducted and regardless of the outcome of that assessment.

Students may be disciplined for offenses defined and classified as Title IX offenses in [Regulation 2118](#), Title IX: Sex Discrimination by Students, at the conclusion of the Title IX grievance procedures in Regulation 2118. Potential disciplinary consequences for each of the behaviors specified with Title IX in the Leveled Responses to Student Behavior charts include but are not limited to suspension, reassignment, [expulsion](#), and exclusion from school and all school-sponsored activities. Discipline shall not be implemented until the conclusion of the Title IX grievance procedures pursuant to Regulation 2118.

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

In accordance with [VA Code 22.1-277.06](#), recommendations of the Division Superintendent for [expulsion](#) by the School Board for prohibited conduct other than those involving illegal drugs or [statutory weapons](#) shall be based on consideration of the following factors: (i) the nature and seriousness of the violation; (ii) the danger to the school community; (iii) the student's disciplinary history, including the seriousness and number of previous infractions; (iv) the appropriateness and availability of an alternative educational placement or program; (v) the student's age and grade level; (vi) the results of any mental health, substance abuse, or special education assessments; (vii) the student's attendance and academic records; and (viii) such other matters as deemed appropriate. No decision to discipline a student shall be reversed solely on the grounds that such factors were not considered.

Prohibited conduct encompasses any behavior incompatible with a safe K-12 educational environment and good citizenship and includes, but is not limited to, the following: assault; disruptive behavior; alcohol, tobacco, [marijuana](#), and other drug violations; property violations; and [weapons](#) violations. The violations listed herein are examples of prohibited conduct.

Acts for which students may be disciplined include, but are not limited to:

1. Assault

- a. The following violations may result in a suspension from school for up to five days unless the principal makes a [referral to the Division Superintendent](#), in which event the principal may suspend for up to ten days.
 - (1) Threatening to assault or physically assaulting a school staff member without injury.
 - (2) Any involvement in a group assault. Any collection or group of students assembled with the intention of committing an assault constitutes a group. Each and every student who is part of a group shall be held directly responsible for any assault committed by one or more members of the group.
 - (3) Threatening to assault or physically assaulting another student or any other person (other than a staff member), whether or not causing injury.
 - (4) Improper touching of another person (whether or not consensual).¹²
- b. For students in grades 7-12, physically assaulting a staff member causing injury shall result in a [referral to the Division Superintendent](#) and the principal may suspend for up to ten days. For students in grades K-6, physically assaulting a staff member causing injury may result in a suspension from school for up to five days unless the principal makes a referral to the Division Superintendent, in which event the principal may suspend for up to ten days.
- c. [Hazing](#) or otherwise mistreating another student by recklessly or intentionally endangering the health or safety of, or inflicting bodily injury on, the student in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity. For violations involving hazing, the principal shall make a [referral to the Division Superintendent](#) and may suspend for up to ten days. A report of hazing with bodily injury shall be made to the Commonwealth's Attorney in accordance with [Section 18.2-56 of the Code of Virginia](#).

2. Disruptive Behavior

Disruptive behavior often interferes with student learning and school operations. For

¹² These behaviors do not include Title IX Sex Discrimination. All FCPS employees are responsible for notifying the Title IX Coordinator of any Sex Discrimination allegation within 24 hours of receiving notice by submitting a Consultation Form in Guardian. For information on reporting sex discrimination, see Regulation 2118.

violations involving disruptive behavior, a [restorative justice conference](#) and/or referral to the FCPS restorative justice practitioner may be used in lieu of, or in addition to, disciplinary action, at the discretion of the principal.

a. The following violations customarily result in school-based disciplinary action at the discretion of the principal, up to and including a five-day suspension; however, the principal may make a [referral to the Division Superintendent](#) for these violations in the event that the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or follows school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

- (1) Misconduct, including fighting¹³, mistreating, cursing, hateful, [vulgar](#), or offensive gesturing, or verbally abusing any person.
- (2) Use or [possession](#) of fireworks.
- (3) Use of profane or [vulgar](#) language or gestures (swearing, slurs, cursing, hate speech, [gang](#) signs or gestures).

Hate speech levels 1-3 infractions will require students with a first time hate speech infraction to, at minimum, participate in required culturally responsive, learning intervention.

- (4) Use of slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, religion, or disability.
- (5) Verbal or written use of [vulgar](#), profane, [obscene](#), or patently offensive language.¹³
- (6) Disruption of the educational process, or open defiance of the authority of any teacher or staff member.
- (7) Willful disruption of any school-sponsored activity that impedes participation of others or presents a safety concern.
- (8) Violation regarding the Acceptable Use Policy.
- (9) Unauthorized use or [possession](#) of a laser pointer or other laser devices.
- (10) Forgery, cheating, plagiarism, or dishonesty, including the use of portable communication devices for such purpose.
- (11) Gambling in any form.

¹³ School officials shall consider self-defense as a factor when determining disciplinary action for misconduct involving fighting. Self-defense will never justify or excuse any other violation of the SR&R, including but not limited to any possession or use of a weapon.

- (12) Use or [possession](#) of matches or lighters.
- b. The following violations may result in a suspension from school for up to five days unless the principal makes a [referral to the Division Superintendent](#), in which event the principal may suspend for up to ten days.
- (1) [Vulgar](#), profane, [obscene](#), or patently offensive conduct including possessing or displaying visual imagery that is obscene as defined in the Code of Virginia, or engaging in indecent or [lewd](#) exposure of body parts, including via the Internet or other electronic means.¹²
 - (2) [Bullying](#)¹⁴ on any basis.
 - (3) Discriminatory harassment¹² (which is harassment based on a person's age, race, color, religion, national origin, marital status, disability, or any other legally protected category.) Sex Discrimination is prohibited by [Regulation 2118](#).
 - (4) [Sexual misconduct](#)¹² (which includes unwelcome sexual advances, regardless of sexual orientation; requests for sexual favors; and other inappropriate verbal, electronic, or physical conduct of a sexual nature) but that is not within the scope of "Sex Discrimination" as defined by [Regulation 2118](#).
 - (5) Conduct that endangers the well-being of others, including making threats or intimidating.
 - (6) Unauthorized or illegal use of, or access to, computers, software, telecommunications, or related technologies or any willful act that causes physical, financial, or other harm to, or otherwise disrupts, information technology or the academic environment or any violation of cybersecurity policies set forth by the Office of Cybersecurity (OCS).
 - (7) Taking part in, assisting, facilitating, or promoting gang-related activities that are disruptive to the school environment, which include, but are not limited to, the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a [gang](#) that advocates illegal, disruptive, or intimidating behavior. If a student is suspected of being in a gang or has violated the provisions of this section, the principal shall notify the [parent/guardian](#) and refer the student to the FCPS Student Safety and Wellness Office for additional resources and interventions to address gang involvement.
3. Alcohol, Tobacco, and Other Drug Violations (including Vaping of Any Flavored (Non-Nicotine), Nicotine, or Non-THC Substance)

¹⁴ The principal is responsible for investigating and documenting all allegations of bullying. Per VA Code 22.1-279.6, principals or their designees are required to notify the parent/guardian of any student who is involved in an alleged bullying incident of the alleged incident within 24 hours of learning of such allegation. All allegations (whether founded or not) of bullying, including supporting information, shall be recorded in the Bullying and Harassment Management System (BHMS). In connection with any allegation of bullying, and within five school days of the initial report of such to a school official, barring significant extenuating circumstances, the principal shall furnish notice regarding the status of the investigation to the parent/guardian of each student allegedly involved.

School disciplinary action may be taken regardless of whether the student's age is such that the [possession](#) or use of alcohol, tobacco products, [marijuana](#), or over-the-counter drugs is permitted by law.

A student voluntarily seeking support for substance abuse issues (or whose parent/guardian is seeking support for the student) shall not be subject to SR&R violations for possession, use, or being under the influence of a drug on school property, nor prevented from participating in school activities, co-curricular, or extra-curricular activities, if the student does not have a history of substance abuse or drug distribution related discipline, and is not associated with current investigations related to substance abuse or drug distribution. In the event that evidence is found indicating the student's involvement in drug/substance-related violations to the SR&R after the initial request for support, or that the student is involved in drug distribution, disciplinary consequences as outlined in the SR&R may be imposed.

a. Tobacco and Smoking Device Violations

The following violations customarily result in school-based disciplinary action at the discretion of the [principal](#), up to and including a two-day in-school suspension; however, the [principal](#) may make a [referral to the Division Superintendent](#) for these violations in the event that the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or follows school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

Possessing, using, or [distributing](#) tobacco products, flavored or non-THC vaping products, or smoking devices (to include, for example: JUUL devices, electronic cigarettes, vapor devices, and hookah pens), all of which are collectively referred to herein as "tobacco products."

- (1) For a first violation related to tobacco products, a student shall participate in an FCPS Alcohol and Other Drug intervention program to be conducted by the Student Safety and Wellness Office. The [parent/guardian](#) is expected to complete an information session on the prevention of substance misuse. All students will, at a minimum, receive universal substance misuse education. If parent/guardian consent to participate in a substance assessment is received, students will also receive a substance assessment to inform differentiated support that addresses the student's individual needs.
- (2) For a second or subsequent violation related to tobacco products, a student shall receive an in-school consequence or be suspended from school for no more than two days at the discretion of the [principal](#).

School officials may report any such violation to the police in accordance with the [Code of Virginia, Section 18.2-371.2](#).

b. Alcohol and [Inhalants](#)

For violations involving alcohol or inhalants, students shall be referred to an FCPS alcohol and other drug (AOD) intervention program in lieu of, or in addition to, disciplinary action at the discretion of the [principal](#).

(1) The following violations related to use or possession of alcohol or inhalants customarily result in school-based disciplinary action, at the discretion of the [principal](#), up to and including a two-day in-school suspension; however, the principal may implement disciplinary action up to a referral to the Division Superintendent for these violations in the event that the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or followed school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

(a) For a first violation related to possession or use of alcohol or inhalants a student shall participate in an FCPS Alcohol and Other Drug intervention program to be conducted by the Student Safety and Wellness Office and may receive up to a two (2) day in-school suspension. Failure to attend and successfully complete the intervention program will result in a school-based disciplinary action not to exceed one additional day of suspension. The parent/guardian is expected to complete an information session on the prevention of substance abuse. The principal may not impose an out-of-school suspension or make a referral to the Division Superintendent for a first offense unless the student engaged in other misconduct, in addition to the possession or use violation, that warrants such disciplinary response.

All students will, at a minimum, receive universal substance misuse education. If parent/guardian consent to participate in a substance assessment is received, students will also receive a substance assessment to inform differentiated support that addresses the student's individual needs.

(b) For a second or subsequent violation for possession or use of alcohol or inhalants, a student shall receive an in-school consequence or be suspended from school for no more than two days at the discretion of the principal. The principal may impose a suspension up to five days warranted by the unique circumstances of the situation. (e.g., other acts that have concerns related to impeded learning and/or safety, third possession or use infraction without engaging in other acts). The principal may make a referral to the Division Superintendent and suspend up to ten days only if the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or followed school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

(c) For possession or use of alcohol, inhalants, or nonalcoholic beer, herein referred to as prohibited substances, and considering its impact on a student's

ability to participate in student activities (so long as such student has not engaged in other prohibited conduct for which a referral to the Division Superintendent is required by this regulation, has not previously been referred to the Division Superintendent for an illegal drug violation, and is not currently subject to probationary conditions imposed by the Division Superintendent) in lieu of a five day out-of-school suspension.

- i. For middle and high school students, the first violation of this subsection shall also result in suspension for 7-14 calendar days from all [student activities](#), to include participation as a spectator or audience member. Students may not participate in competition or practice with teams, clubs, and all other school-sponsored activities. Students may be allowed to participate in convocation and the graduation ceremony even though they fall within the timeline of the temporary removal from activities. Certain violations¹⁵ will result in a student being ineligible to participate in graduation ceremonies.
 - ii. For middle and high school students, a second and any subsequent violation of this subsection within 12 months of the prior offense shall also result in suspension from all [student activities](#) including teams, clubs, and all other school-sponsored activities for an additional 14-21 calendar days (this is in addition to the activity suspension from the previous offense).
- (2) If the student is suspected of being under the influence of alcohol or otherwise having violated the provisions of this section, the [principal](#) shall notify the [parent/guardian](#) of the suspicion. For suspicion of alcohol the principal shall immediately administer a breath sample test to determine any alcohol content. The principal shall recommend that the student do at least one of the following in conjunction with a one day in-school suspension:
- (a) Voluntarily attend an FCPS AOD intervention program.
 - (b) Voluntarily participate in a substance abuse assessment, at [parent/guardian](#) expense, with the Fairfax-Falls Church Community Services Board or a private provider to determine the need for substance abuse treatment.
- (3) Selling or distributing alcohol, inhalants, or nonalcoholic beer shall result in suspension from school for five (5) days. The principal may make a referral to the Division Superintendent if the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or followed school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

¹⁵ These types of violations may include, but are not limited to, assault on staff or students with injury, possession of weapons or explosives, possession of drugs or controlled substances indicative of an intent to distribute, distribution of drugs and/or controlled substances, or any violation that would clearly interfere with graduation ceremonies. The decisions to exclude a student from graduation may be based on a decision from the Hearings Office or may be made by the principal in collaboration with the region assistant superintendent.

c. Nonprescription Drugs (Over-the-Counter Drugs)

Nonprescription drugs are those not authorized under the current version of [Regulation 2102, First Aid, Emergency Treatment, and Administration of Medications for Students](#). Nonprescription drugs include products such as Advil, aspirin, Coricidin, Dramamine, Nyquil, Tylenol, or their generic equivalents, caffeine pills, cough syrup, and other over-the-counter drugs intended to be ingested or inhaled. The [parent/guardian](#) is expected to bring all medication, including nonprescription medication, to the school health room so the medication can be safely stored and administered.

- (1) The following violations customarily result in school-based disciplinary action at the discretion of the [principal](#), up to and including a two-day in-school suspension. However, the principal may make a [referral to the Division Superintendent](#) for these violations in the event that the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or followed school-based interventions initiated in response to prior violations.

Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

Using, abusing, possessing, or [distributing](#) (where such distribution is other than for the purpose of abuse) any nonprescription drug.

- (2) The following violation may result in a suspension from school for up to two days unless the [principal](#) makes a [referral to the Division Superintendent](#), in which event the principal may also impose a suspension for up to ten days.

[Distributing](#) any non-prescription drug for the purpose of abuse.

d. Prescription Drugs

- (1) The [parent/guardian](#) must bring all medications to the school health room, with a form signed by a doctor for the administration of any prescription drug during the school day, or during school activities, so the medication can be safely stored and administered.

- (2) The following violation may result in school-based disciplinary action.

[Possession](#) or use of the student's own: (i) prescription medication; or (ii) THC-A or cannabidiol oil, provided that written certification for use of such was issued by a licensed practitioner in accordance with the Code of Virginia.

- (3) Possessing and using unauthorized prescription medications:

- (a) Student must participate in an FCPS Alcohol and Other Drug intervention program to be conducted by the Student Safety and Wellness Office and shall serve a two (2) day in-school suspension.

- (b) For middle and high school students, the first violation of this subsection shall

also result in suspension for 7-14 calendar days from all student activities, to include participation as a spectator or audience member.

- (c) For middle and high school students, a second and any subsequent violation of this subsection within 12 months of the prior offense shall also result in suspension from all student activities including teams, clubs, and all other school-sponsored activities for an additional 14-21 calendar days (this is in addition to the activity suspension from the previous offense).

e. Marijuana, THC Oil, and Imitation Marijuana

The principal may impose disciplinary action up to a referral to the Division Superintendent for possession and use of marijuana/THC oil or imitation marijuana in the event that the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or follows school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

- (1) For a first violation related to possession and use of marijuana/THC oil or imitation marijuana, a student shall participate in an FCPS Alcohol and Other Drug intervention program to be conducted by the Student Safety and Wellness Office and may receive up to a five (5) day in-school suspension with behavioral instruction and academic support. Failure to attend and successfully complete the intervention program will result in a school-based disciplinary action not to exceed one additional day of suspension. The parent/guardian is expected to complete an information session on the prevention of substance abuse. The principal may impose an out-of-school suspension for a first offense up to two (2) days with a restorative circle or administrator conference upon return.

All students will, at a minimum, receive universal substance misuse education. If parent/guardian consent to participate in a substance assessment is received, students will also receive a substance assessment to inform differentiated support that address the student's individual needs.

For middle and high school students, the first violation of this subsection shall also result in suspension for 7-14 calendar days from all student activities, to include participation as a spectator or audience member. Students may not participate in competition or practice with teams, clubs, and all other school-sponsored activities. Students may be allowed to participate in convocation and the graduation ceremony even though they fall within the timeline of the temporary removal from activities. Certain violations will result in a student being ineligible to participate in graduation ceremonies.

- (2) For a second or subsequent violation for possession or use of marijuana/THC oil or imitation marijuana, the principal may impose a short term out of school suspension up to five (5) days for grades 4-12, unless accompanied by a referral to the Division Superintendent, in which case the principal may suspend for up to ten (10) school days with a restorative circle or administrator conference upon return.

For middle and high school students, a second and any subsequent violation of this

subsection within 12 months of the prior offense shall also result in suspension from all student activities including teams, clubs, and all other school-sponsored activities for an additional 14-21 calendar days (this is in addition to the activity suspension from the previous offense).

- (3) Distributing, facilitating the distribution of, or manufacturing marijuana/THC oil or imitation marijuana shall result in a referral to the Division Superintendent and the principal may suspend for up to ten days.

The Division Superintendent shall conduct a hearing to determine whether a disciplinary action other than expulsion is appropriate. The School Board or Division Superintendent may determine, based on the facts of the case, that special circumstances exist and that a disciplinary action other than expulsion is appropriate. A report shall be made to the police in accordance with the Code of Virginia.

- f. Any [Controlled Substance](#) (including but not limited to, ecstasy, cocaine, non-prescribed opioids, illicit fentanyl, synthetic marijuana, prescription drugs not prescribed to the student), and [Imitation Controlled Substances](#) (collectively, Illegal Drugs), or [Drug Paraphernalia](#).

- (1) For violations related to illegal drugs or drug paraphernalia, a student shall be referred to an FCPS AOD intervention program and a referral to the Division Superintendent shall be made for violations that substantially disrupt the instructional program, endanger the well-being of others, or follow school-based interventions initiated in response to prior violations. When a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.

- (a) Arriving on school property or to a school-sponsored activity under the influence of illegal or illegally used [controlled substance](#) (including ecstasy, cocaine, [synthetic marijuana](#), non-prescribed opioids, illicit fentanyl, or any prescription drug not prescribed to the student), or for possessing or [distributing drug paraphernalia](#).

- i. The student must participate in an FCPS Alcohol and Other Drug intervention program to be conducted by the Student Safety and Wellness Office and shall serve up to a five-day in-school suspension. For a second or subsequent violation, the principal may impose an out-of-school suspension up to ten days.

- ii. For middle and high school students, the first violation of this subsection shall also result in suspension for 7-14 calendar days from all [student activities](#), to include participation as a spectator or audience member. Students may not participate in competition or practice with teams, clubs, and all other school-sponsored activities. Students may be allowed to participate in convocation and the graduation ceremony even though they fall within the timeline of the temporary removal from activities. Certain violations¹⁵ will result in a student being ineligible to participate in graduation ceremonies.

- iii. For middle and high school students, a second and any subsequent violation

of this subsection within 12 months of the prior offense shall also result in suspension from all [student activities](#) including teams, clubs, and all other school-sponsored activities for an additional 14-21 calendar days (this is in addition to the activity suspension from the previous offense).

- (b) For first time [possession](#) in an amount indicative of personal individual use for a single occasion; or use of any prescription drug not prescribed to the student, or imitation drugs; or possession or distribution of [drug paraphernalia](#) shall result in the following actions (so long as such student has not engaged in other prohibited conduct for which a [referral to the Division Superintendent](#) is required by this regulation, has not previously been referred to the Division Superintendent for an illegal drug violation, and is not currently subject to probationary conditions imposed by the Division Superintendent) in lieu of a five day out-of-school suspension:
 - i. The student shall serve up to a five-day in-school suspension.
 - ii. The student shall participate in the FCPS Alcohol and Other Drug (AOD) intervention program. (Failure to successfully complete the AOD intervention program shall result in an out-of-school suspension for one day.)
 - iii. The violation of this subsection shall also result in temporary removal for 21 calendar days from all [student activities](#), to include participation as a spectator or audience member. Students may not participate in competition or practice with teams, clubs, and all other school-sponsored activities. Students may be allowed to participate in convocation and the graduation ceremony even though they fall within the timeline of the temporary removal from activities. Certain violations¹⁵ will result in a student being ineligible to participate in graduation ceremonies.
 - iv. The [parent/guardian](#) is expected to complete an information session on the prevention of substance misuse.
- (2) The following violations shall result in a [referral to the Division Superintendent](#) and the [principal](#) may suspend for up to ten days.
 - (a) Second or subsequent [possession](#) or use of a prescription drug not prescribed to the student, or imitation drugs.
 - (b) [Possession](#) or use of a controlled substance (including ecstasy, LSD, cocaine, [synthetic marijuana](#), non-prescribed opioids, illicit fentanyl) or an imitation controlled substance.
 - (c) [Distributing](#), facilitating the distribution of, or manufacturing a [controlled substance](#) (including anabolic steroids, prescription drugs, non-prescribed opioids, illicit fentanyl, [synthetic marijuana](#)), or any [imitation controlled substance](#).
 - (d) Theft of a student's prescription drug. A report shall be made to the police in accordance with the Code of Virginia.

The [Division Superintendent](#) shall conduct a hearing to determine whether a disciplinary action other than [expulsion](#) is appropriate. The School Board or Division Superintendent may determine, based on the facts of the case, that special circumstances exist and that a disciplinary action other than expulsion is appropriate. A report shall be made to the police in accordance with the Code of Virginia.

- (3) If the student is suspected of being under the influence of illegal drugs or otherwise having violated the provisions of this subsection, the [principal](#) shall notify the [parent/guardian](#) of the suspicion and recommend that the parent/guardian pursue appropriate intervention. In addition, the principal may recommend that the student do at least one of the following in conjunction with a one-day in-school suspension:
 - (a) Voluntarily participate in an FCPS AOD intervention program.
 - (b) Voluntarily participate in a substance abuse assessment, at [parent/guardian](#) expense, with the Fairfax-Falls Church Community Services Board or private provider to determine the need for substance abuse treatment.

All illegal drug violations shall be reported to the police in accordance with the Code of Virginia.

4. Property Violations

For violations involving property, a [restorative justice conference](#) may be used in lieu of, or in addition to, disciplinary action, at the discretion of the [principal](#).

The student or the student's [parent/guardian](#) shall be required to reimburse the School Board for any actual loss of, breakage of, destruction of, or failure to return property owned by or under the control of the School Board, caused or committed by such student in pursuit of their studies ([Code of Virginia, Section 22.1-280.4](#)). The student, or parent/guardian, will be financially responsible for any loss or damage to School Board property resulting from the misconduct.

- a. The following violations customarily result in school-based disciplinary action at the discretion of the [principal](#), up to and including a five-day suspension; however, the principal may make a [referral to the Division Superintendent](#) for these violations in the event that the principal determines such misconduct has substantially disrupted the instructional program, endangered the well-being of others, or followed school-based interventions initiated in response to prior violations. Whenever a referral to the Division Superintendent is made, the principal may suspend the student for up to ten days.
 - (1) Unauthorized presence on [school property](#) or failure to leave promptly after being told to do so by an FCPS staff member or a police officer.
 - (2) Theft or attempted theft of another person's property or money without the use of force or fear.
- b. The following violations may result in a suspension from school for up to five days unless the [principal](#) makes a [referral to the Division Superintendent](#), in which event the principal

may suspend for up to ten days.

- (1) Theft or attempted theft of another person's property or money by the use of force or fear.
- (2) Willfully causing or attempting to cause damage to, or theft of, any school property.
- (3) Vandalism, arson, or any [threat](#) or false threat to bomb, burn, damage, or destroy in any manner a school building, school property, or a school-sponsored activity.
- (4) Attempted theft of another person's prescription medication. A report shall be made to the police in accordance with the Code of Virginia where the attempted theft is of student medication(s).

5. [Weapons](#) Violations

Students are expected to report immediately to a school official whenever they observe or otherwise become aware of the presence of a weapon on school property or at a school-sponsored activity. Doing so serves to protect the well-being of other students as well as school officials and where the reporting student is the one who is in [possession](#) of the weapon, increases the likelihood of favorable consideration by the [principal](#), or a finding of special circumstances by the [Division Superintendent](#).

a. [Possession](#) or Use of [Statutory](#) Weapon

- (1) [Possession](#) or use of a [statutory](#) weapon (as defined below) on school property or at a school-sponsored activity may result in a suspension for up to ten days and shall result in a [referral to the Division Superintendent](#) who will consider a recommendation for [expulsion](#) for a period of not less than one year. As employed herein, the term "statutory weapon" shall mean the following:
 - (a) Any pistol, revolver, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material.
 - (b) Any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material or the frame or receiver of any such weapon.
 - (c) A pneumatic gun, as defined in [Section 15.2-915.4 of the Code of Virginia](#), including BB gun, paintball gun, or pellet gun.
 - (d) Any destructive device, as defined in [Section 22.1-277.07 of the Code of Virginia](#), including any explosive, incendiary, or poison gas, bomb, grenade, and other devices and [weapons](#) enumerated therein.
 - (e) A firearm muffler or firearm silencer.
- (2) Special Circumstances

Notwithstanding the foregoing provisions, the [Division Superintendent](#) shall conduct a hearing to determine whether a disciplinary action other than [expulsion](#) is appropriate. The School Board or Division Superintendent may determine, based on the facts of the case, that special circumstances exist and that another disciplinary action is appropriate. All [statutory weapons](#) violations shall be reported to the police in accordance with the Code of Virginia.

b. [Possession](#) or Use of Switchblades, Machetes, and Certain Other Knives

The following violations shall result in a [referral to the Division Superintendent](#) and the [principal](#) may suspend for up to ten days.

[Possession](#) or use of any machete, any switchblade knife (regardless of blade length), or any other knife with a blade length of three inches or more on school property or at a school-sponsored activity. Provided, however, that where a student is found (without having engaged in other prohibited conduct) for the first time to be in possession of a machete, switchblade knife, or other knife with a blade length of three or more inches with no indication that the student intended to use such weapon to threaten, intimidate, or harm another, there will be an expedited review of the written record.

- (1) In the event the [Division Superintendent](#) finds special circumstances on the written record, the student shall receive the following: a suspension of up to 10 days; probationary conditions; and a temporary removal for not more than 21 calendar days from all [student activities](#), to include participation as a spectator or audience member. Students may not participate in competition or practice with teams, clubs, and all other school-sponsored activities. Students may be allowed to participate in convocation and the graduation ceremony even though they fall within the timeline of the temporary removal from activities. Certain violations will result in a student being ineligible to participate in graduation ceremonies.
- (2) In the event the [Division Superintendent](#) does not find special circumstances on the written record, the Division Superintendent should hold a hearing to determine what disciplinary action, if any, should be imposed, subject to any right the student may have under this regulation to appeal to the School Board.

(3) Use of Other Weapon

The following violation shall result in a [referral to the Division Superintendent](#) and the [principal](#) may suspend for up to ten days.

Unauthorized use of another weapon (as defined below) or any item used as a weapon to threaten, intimidate, or harm another.

c. [Possession](#) of Other [Weapons](#)

The following violation may result in a suspension from school for up to five days unless the [principal](#) makes a [referral to the Division Superintendent](#), in which event the principal may suspend for up to ten days.

Possession of any other weapon. As employed herein, the term “other weapon” shall mean any object of any nature (other than a statutory weapon or those described in Chapter II.A.5.a.) that can be used to threaten and/or harm another person. Examples of other weapons include but shall not be limited to: any knife of less than three inches (other than a switchblade knife), nunchaku, brass knuckles, spring stick, throwing star, stun weapon, taser, mace, pepper spray, ammunition, spring loaded pellet gun, razor blade, any studded accessory, studded collar, chain collar, or similar article of clothing; and any object that is designed to look like (but not to function as) a statutory weapon, such as an imitation handgun.

d. Law and Policy

This section implements the Gun-Free Schools Act (see Section 22.1-277.07 of the Code of Virginia), as well as FCPS’ own policy¹⁶ which independently prohibits student possession or use of all weapons, except where expressly authorized by school officials as part of the curriculum or of officially sanctioned activities.

B. Reporting to Police and the Parent/Guardian of Victims of Certain Code Violations

1. Mandatory report. As required by Section 22.1-279.3:1(B)(1) of the Code of Virginia, the principal shall, in addition to taking appropriate disciplinary action, immediately report to the police department incidents involving alcohol, marijuana, a controlled substance, an imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications, that may constitute a felony. In the event a principal is unable to determine whether an incident may constitute a felony, the principal shall consult with Division Counsel, or outside counsel designated by Division Counsel, prior to reporting an offense to the police in order to determine whether the incident may constitute a felony.

Additionally, as required by Section 22.1-279.3:1(B)(2) of the Code of Virginia, the principal shall, in addition to taking appropriate disciplinary action, immediately report to the police department incidents involving (i) sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in 18.2-47 or 18.2-48 of the Code of Virginia, or stalking of any person as described in 18.2-60.3 of the Code of Virginia, on a school bus, on school property, or at a school-sponsored activity; (ii) written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity, unless the written threat is made by a student with a disability; (iii) illegal carrying of a firearm, as defined in Section 22.1-277.07 of the Code of Virginia, onto school property; (iv) any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Section 18.2-85 of the Code of Virginia, or explosive or incendiary devices, as defined in Section 18.2-433.1 of the Code of Virginia, or chemical bombs, as described in Section 18.2-87.1 of the Code of Virginia, on a school bus, on school property, or at a school-sponsored activity; and (v) threats or false threats to bomb, as described in Section 18.2-83 of the Code of Virginia, made against school personnel or involving school property or school buses.

Any student who commits a reportable violation shall be required to participate in such

¹⁶ FCPS’ own policy on weapons is authorized by the Code of Virginia, including Section 22.1-277.07:1.

prevention and intervention activities as may be prescribed by school officials, in addition to any disciplinary action that may be taken.

Material that is suspected of being [marijuana](#) or a [controlled substance](#) shall be turned over to the police department.

2. [School Resource Officers](#)' (SROs)¹⁷ primary role in schools is as a law enforcement officer. It is recognized that marginalized communities and those that have experienced trauma may have concerns with law enforcement members being present in school environments. The partnership between Fairfax County Public Schools and the Fairfax County Police Department as outlined in the School and Law Enforcement Partnership is intended to foster relations of mutual respect and understanding in order to build a positive and safe school environment. SROs shall not become involved in routine school matters such as administrative actions or actions not directly related to the safety of the students and staff. The SRO shall refrain from functioning as a school disciplinarian and shall not intervene in school discipline matters. The discipline of students will remain the responsibility of the school faculty and administrators. At any time, the SRO may become involved when a school administrator has an immediate safety concern that cannot be addressed by the school's safety and security staff which the school administrator reasonably believes could lead to substantial harm to self or others. Examples of such concerning behaviors could include, but are not limited to assault, interference with school processes that impede the safety of others, the need to disarm a student who has a weapon, or the removal of an unknown substance.

When students are questioned by FCPS administrators for the purpose of student discipline, neither the SRO nor any other police officer shall be present unless FCPS administrators have an immediate safety concern in which the administrator reasonably believes could lead to substantial harm for self or others. In responding to incidents of students engaging in possible prohibited conduct which also involves criminal offenses, FCPS administrators will defer conducting interviews with students where directed to do so by the police until police interviews with students have been completed and the [principal](#) has confirmed that FCPS administrators may conduct interviews (including situations involving imminent risk of harm, such as [weapons](#); a felony or violent misdemeanor; or where Virginia law requires immediate reporting to law enforcement).

3. The questioning of students by police officers, other than SROs, in school or on school property about alleged illegal activities shall meet the conditions as defined in the current version of [Regulation 2616, Questioning of Students by Police](#).
4. The [principal](#) shall also immediately notify the [parent/guardian](#) of any minor student who is the victim or intended victim of a reportable incident as provided in subsection 1 of this section B.

C. Disciplinary Procedures and Interventions: [Parent/Guardian](#) Notification

1. Procedures in Determining Facts and Imposing Sanctions

¹⁷ For information only, the full SRO MOU can be found at <https://www.fcps.edu/node/36886>.

The [principal](#) shall determine the appropriate disciplinary actions to be taken in each case of prohibited conduct, except when a [referral to the Division Superintendent](#) is required and may request the assistance of other appropriate staff members. Students and families need to be aware school staff has the right to question students in the interest of maintaining safe and secure school environments, and while school staff are not held to the same threshold as law-enforcement officials when obtaining information, the decision to provide a student response, whether verbal or written to any such questions is voluntary. In disciplinary cases, all students have the right to due process and to fair procedures in determining facts and imposing sanctions.

- a. Students, including witnesses, may be asked to verbally explain what happened and invited to write their own version of what happened so each can record the information in their own words. Students will be informed that the written statement is voluntary; however, no student aged eight or younger shall be asked to write a statement.
- b. In the event that a school administrator has reason to believe that the student has committed an offense that would result in a [referral to the Division Superintendent](#), or that the student has committed a drug violation, the school administrator shall make reasonable efforts (e.g., phone, e-mail, text) to notify the student's [parent/guardian](#) as soon as possible, before questioning the student about the alleged offense, unless the school administrator believes that there is imminent danger to the student or others, or that there is a risk that evidence will be lost or destroyed. No school official shall ask the student to write or sign a statement about the offense until a [parent/guardian](#) has been notified. In the event that a school official errs and obtains a written or signed statement from the student before a parent/guardian has been notified, the written or signed statement shall not be provided to the Hearings Office or School Board. School administrators shall document parent/guardian notification efforts, including time, date, and method of notification via approved contact information located on record in the Student Information System (SIS). Nothing herein shall be interpreted as requiring a school administrator (i) to obtain a parent/guardian's consent for questioning a student; (ii) to refrain from questioning a student until a parent/guardian acknowledges the notice, which was provided; or (iii) to refrain from questioning a student without the parent/guardian being present, notwithstanding the parent/guardian's direction or preference regarding such.
- c. Except in [exigent](#) circumstances, school administrators shall make reasonable efforts to notify a student's [parent/guardian](#) prior to reporting a student's violation to the SRO, unless otherwise required by law. When [principals](#) are required by law to immediately report certain misconduct to police, school administrators shall comply with such [statutory](#) requirements and shall thereafter make reasonable efforts to immediately notify the student's parent/guardian. School administrators shall document reports to the SRO and parent/guardian notification efforts.
- d. A [parent/guardian](#) seeking information about the hearings process should contact the [Division Superintendent](#).
- e. The [principal](#) may impose a suspension of up to five days or make [a referral to the Division Superintendent](#) in any situation involving prohibited conduct when the principal believes such action is warranted. The principal shall monitor each case to

ensure that an appropriate intervention and follow-up response has been made.

- f. Notwithstanding other provisions of the SR&R, and subject to review and revocation at any time by the [principal](#), [Division Superintendent](#), or School Board, a principal has the discretion to permit a suspended student to attend school or any designated portion of the school program, subject to such restrictions and limitations as the principal directs, pending a final disciplinary decision by school division officials.
- g. Notwithstanding the foregoing, nothing contained herein shall be construed to diminish the authority of the [principal](#) (i) to protect the health and safety of students and others in connection with the school, or any school-sponsored activity, or (ii) to ascertain the facts about any incident. The principal shall do so in a reasonable, good faith manner, and shall be accountable for respecting the rights and responsibilities of everyone in the school.

2. Interventions Without Suspension from School

With approval of the [principal](#) and concurrence of all involved students, students may be invited to participate in a [restorative justice conference](#) to resolve disputes or address student behavior. This does not preclude the possibility of disciplinary action for prohibited conduct.

FCPS promotes the use of positive behavioral approaches and school officials work diligently to help each student understand school rules and the impact of their behavior on others.

a. The following are examples of authorized interventions:

- (1) Reviewing/reteaching expected behavior.
- (2) Student-teacher conference and reflection on behavior.
- (3) Conference with [parent/guardian](#).
- (4) [Parent/guardian](#) attends one day of school with student.
- (5) Behavior contract.
- (6) Conflict resolution with school counselor.
- (7) Referral to school psychologist or school social worker.
- (8) Referral to an FCPS AOD intervention program.
- (9) Referral to a Behavior Intervention Services, Behavior Intervention teacher (BIT).
- (10) Referral to community resources.

b. The following are examples of authorized disciplinary measures:

- (1) Admonition and reflection with the student in private concerning their responsibilities.
- (2) After-school detention. Except in extreme cases, a student must be given advance notice of this action. The [parent/guardian](#) shall be notified when a student is assigned after-school detention.
- (3) Suspension from all student privileges (including parking, senior privileges, all other student privileges, and [student activities](#), including teams, clubs, and all other school-sponsored activities) for a fixed period of time.
- (4) Probation. Being placed on probation is notification that a student's behavior has been unacceptable and must be improved. A student may be placed on probation by the [principal](#) following a conference with the student's [parent/guardian](#) in which the terms and conditions of the probation are explained. The principal shall also notify the parent/guardian in writing when probation is imposed, including the reasons for the probation and its date of termination. Probationary conditions shall be of a duration of no more than one calendar year unless the student violates one or more of these conditions.
- (5) Removal from class. Teachers shall have the initial authority to remove a student from a class for disruptive behavior that interrupts or obstructs the learning environment, using the following criteria:
 - (a) The removal of the student is necessary to restore a learning environment free from interruptions or obstructions caused by the student's behavior.
 - (b) The removal of the student occurs only after teacher or administrative interventions have failed to end the disruptive behavior; however, nothing herein shall preclude the immediate removal of a student for behavior that might warrant suspension from school.
 - (c) The removal of a student is an appropriate response to student behavior that is a violation of the rules of conduct.
 - (d) Written notice of the student's behavior and removal from class is given to the [parent/guardian](#) by the teacher when the recommendation of the teacher is that the student should be removed for longer than one school day or from the same class on consecutive days.
- (6) Alternative instructional arrangement (AIA). The student may be removed from their regular schedule of classes and assigned to a program of study under supervision of a qualified staff member for a fixed period of time, less than one-half of the school day.
- (7) In-school suspension (ISS). The student may be removed from their regular schedule of classes and assigned to a program of study under the supervision of a qualified staff member for a fixed period of time, one-half or more school

days.

- (8) The student assigned to AIA or ISS shall have the opportunity to receive full credit for work performed and the [principal](#) shall notify the [parent/guardian](#) in writing of the terms and duration of the arrangements.

Students who believe that decisions made by staff members are not in their best interest may present complaints to teachers, counselors, or school administrators.

3. Suspension of Students in Grades K-3

No student in kindergarten through third grade is to be suspended from school for more than three consecutive days or expelled for a violation, unless such student is determined to (i) have possessed or used a [statutory](#) weapon [as defined in Chapter II.A.5.a]; (ii) have possessed or used illegal drugs [as defined in Chapter II.A.3.f]; (iii) be the subject of a Juvenile Court report to the school system for delinquency adjudication or a conviction of one or more criminal offenses as set forth in [Section 16.1-260\(G\) of the Code of Virginia](#); (iv) be involved in physical harm, or credible [threat](#) of physical harm, to another; or (v) have violated the SR&R with [aggravating circumstances](#), which are defined as (i) 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 risk assessment; or (ii) the 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) the student engaged in a serious offense that was persistent and unresponsive to targeted interventions as documented through an established intervention process. For a violation of subsection (i) or (ii), the [principal](#) shall make a [referral to the Division Superintendent](#) and may also impose a suspension from school for up to ten days. For a violation of subsection (iii) or (iv) where the principal chooses to make a referral to the Division Superintendent, the principal may also impose a suspension from school for up to ten days. For all other violations of the SR&R, the principal may impose a suspension from school for only up to three days, unless the Division Superintendent or [School Board](#) determines that there are [aggravating circumstances](#); the foregoing is applicable even where the principal chooses to make a referral to the Division Superintendent.

4. Suspension for Ten School Days or Fewer ([Short-Term Suspension](#))

- a. While the Code of VA allows suspension of up to ten school days, FCPS allows principals the discretion to suspend up to five school days. A referral to the Division Superintendent is required when consideration of suspension for more than five school days.
- b. The [principal](#) may suspend a student for five days or fewer after giving the student oral or written notice of the code of conduct violation, an explanation of the facts as known to school personnel if the student denies the violation, and an opportunity to present their version of what occurred.
- c. After complying with the above procedures, the [principal](#) may suspend a student and

may set conditions for the ending of a suspension so long as the period of such suspension does not exceed five days. A [parent/guardian](#) conference with school officials may be required in connection with a student's readmission to school. A parent/guardian conference shall be required subsequent to a third suspension within a 12-month period. The student shall also be suspended from all [student activities](#) including teams, clubs, and all other school-sponsored activities for the duration of the suspension, at a minimum.

- d. When a student is suspended out of school, the school shall:
- (1) Notify the student of the suspension and the right to appeal.
 - (2) Make a reasonable effort to notify the student's [parent/guardian](#) of the suspension, inform the parent/guardian that a copy of the rules governing suspensions and the procedure for appeal is being sent home with the student, and make arrangements for the student's return home.
 - (3) Send written notification, to the [parent/guardian](#) by the end of the school day when possible, but not later than the end of the next school day, by U.S. mail and, if possible, also by e-mail, informing them of the suspension, the reasons for the action, the length of the suspension, the right to appeal, the student's right to return to school at the end of the suspension, and any conditions for that return (such as a reentry conference or other requirement). The information provided shall include a copy of the rules governing suspensions and notice of the right to appeal (current version of [Regulation 2602](#)) and information regarding the availability of community-based education programs or other educational options.
- e. The decision to suspend a student for five days or fewer (without either a [referral to the Division Superintendent](#) or a recommendation for reassignment) may be appealed to the [principal](#) by the student's [parent/guardian](#) or by the student if they are 18 years of age or older. Such an appeal must be made within two school days from the initial decision to suspend by submitting written notice of the appeal to the principal. This written notice must include the reasons the suspension should be reversed or otherwise modified.¹⁸
- (1) When notified of an appeal by the [parent/guardian](#) the [principal](#) shall reinstate the student in school until the appeal has been decided except under one of the following conditions:
 - (a) The [principal](#) determines that the reinstatement of the student would pose a danger to persons or property, or an ongoing [threat](#) of disruption of the school's educational program.
 - (b) The suspension is pursuant to a [referral to the Division Superintendent](#), in which case, the student's suspension may be extended until the decision to long-term suspend, to reassign, or to expel has been determined (subject to the [principal](#)'s discretion to permit a suspended student to attend

¹⁸ As such, any appeal of short-term suspension in conjunction with a referral to the Division Superintendent or recommendation for reassignment shall be directed to the Division Superintendent.

school or any designated portion of the school program in accordance with Chapter II.C.1.f. "Disciplinary Procedures and Interventions").

- (2) If the [principal](#) upholds the decision to suspend and the [parent/guardian](#) wants to continue the appeal process, the parent/guardian shall within two school days notify the principal and the [Division Superintendent](#) in writing of the appeal, stating specifically why the suspension should be reversed or modified.
- (3) After receiving a written request for an appeal from the [parent/guardian](#), a hearing officer may elect to schedule a hearing on the appeal or may decide the appeal based on an examination of the record of the student's behavior. Should a hearing take place, a hearing will be promptly scheduled with the parent/guardian at a mutually agreeable time for a hearing on the appeal or, failing that, FCPS shall notify the parent/guardian in writing at least two business days, if practicable, before the hearing of the date, time, and place of the hearing and the procedures of the hearing. The student may be represented at the hearing by a parent/guardian and additional adults who may be legal counsel, a member of the clergy, a social worker, etc. The hearing shall be conducted by a hearing officer. The hearing will be recorded by FCPS through stenographic, tape, or other means, and no other recordings are permitted. Upon request, students, a parent/guardian, and their representatives will be offered the opportunity to review recordings of the hearing proceedings. A parent/guardian may request that a discipline hearing be transcribed by a court reporter. The transcription must be requested at the time the hearing is scheduled, and arrangements will be made by the [Division Superintendent](#) for transcription as well as [redaction](#) of confidential information. The cost of the court reporter's appearance and any transcription will be borne by the [parent/guardian](#) and a hearing may not be delayed on account of such a request.
- (4) Following an appeal, a hearing officer shall promptly notify the [parent/guardian](#) and the [principal](#) in writing of the decision and the basis for the decision. If the suspension is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If a hearing officer upholds the suspension, the suspension shall be imposed, and such decision shall be final.
- (5) In cases of appeal when the student has not been reinstated in school during the period when the appeal is being reviewed by a hearing officer, the student shall be reinstated in school after ten days of suspension if the appeal has not been decided by a hearing officer.

f. Emergency Temporary Removal

Any student whose presence poses a continuing danger to persons or property or an ongoing [threat](#) of disruption may be removed from school immediately and the notice, explanation of facts, and opportunity to present their version required under "Suspension for Ten Days or Fewer ([Short-Term Suspension](#))" shall be given as soon as practicable thereafter.

5. [Records Review](#)

A student who fails to maintain a satisfactory disciplinary record and for whom prior disciplinary consequences and/or interventions have been initiated may be the subject of a records review to be conducted by the region assistant superintendent (RAS). The [parent/guardian](#) and student will be afforded the opportunity to participate in a meeting to review the student's disciplinary record, school-based interventions to date, and other relevant information. As a result of the review, the RAS may propose additional interventions to include probationary conditions and voluntary enrollment in an appropriate, alternative educational setting. Students in grades K-6 will not be referred to the [Division Superintendent](#) unless they have first been the subject of a records review, except where the referral is required under this regulation or where the student's presence in their current school endangers the well-being of others.

6. Referrals to Alternative Educational Programs

A student who fails to maintain a satisfactory academic or disciplinary record in a traditional school environment may be referred to an appropriate alternative educational program on a voluntary basis. The [principal](#) will submit a Nontraditional School Programs Elective Placement Referral Form (SS/SE-227) with all required attachments to the senior administrator of Nontraditional School Programs and a meeting will be scheduled to facilitate placement into the appropriate program. Referrals can be made at any time throughout the year. If a student is eligible for special education services, the procedural support liaisons can request participation of alternative school representatives during an individualized educational program (IEP) meeting to determine the appropriate placement. Further details about the various program options can be found at <https://www.fcps.edu/academics/academic-overview/nontraditional-schools-program>.

7. Suspension for 11 to 45 School Days Unless Certain Misconduct Has Occurred ([Long-Term Suspension](#))¹⁹.

Where a [referral to the Division Superintendent](#) is made, the [principal](#) may recommend to the Division Superintendent that a student be suspended for more than ten days. The Division Superintendent may authorize such suspension after the student and the [parent/guardian](#) have been provided written notice of the proposed action and the reasons therefor and of the right to a hearing before the Division Superintendent, if requested in writing within two days of receipt of the notification. When a student, who has been suspended is also referred to the Division Superintendent, the student may not attend school or be on any school property while the student's appeal is pending, except as specifically permitted (i) by the Division Superintendent or the [School Board](#), or (ii) by the principal who has the discretion to authorize a student to be on school property to attend school, a designated portion of the school program, or an AOD intervention program.

- a. When the [Division Superintendent](#) receives a request for a hearing, the hearing shall be promptly scheduled with the [parent/guardian](#) at a mutually agreeable time or, failing that, the Division Superintendent shall notify the parent/guardian in writing at

¹⁹ See Definition of Long-Term Suspension in Glossary of [Regulation 2601](#)

least two business days, if practicable, before the hearing of the date, time, and place of the hearing and the procedures. The student may be represented at the hearing by a parent/guardian and additional adults who may be legal counsel, a member of the clergy, a social worker, etc. The hearing will be recorded by FCPS through stenographic, tape, or other means and no other recordings are permitted. Upon request, students, a parent/guardian, and their representatives will be offered the opportunity to review recordings of the hearing proceedings. A parent/guardian may request that a discipline hearing be transcribed by a court reporter. The transcription must be requested at the time the hearing is scheduled, and arrangements will be made by the Division Superintendent for transcription, as well as [redaction](#) of confidential information. The cost of the court reporter's appearance and any transcription will be borne by the parent/guardian, and a hearing may not be delayed on account of such a request.

- b. When a student is the subject of a [referral to the Division Superintendent](#), the Division Superintendent will consider all possible sanctions in the same hearing (to include [long-term suspension](#), reassignment, and/or [expulsion](#)).²⁰
- c. At the conclusion of the [Division Superintendent's](#) hearing on the referral, and subject to the Division Superintendent's final written decision, the issue of the student's possible return to their current classes (beginning on the next school day) will be considered by the Division Superintendent in consultation with the school [principal](#). The student's return shall be allowed unless the Division Superintendent concludes that doing so would endanger the well-being of others, or if there is a victim (or victims) at the school, such as in cases of assault or Sex Discrimination.
- d. Parent/guardian acknowledgement of any right to appeal shall be indicated through a signature on a separate page or electronic notification attached to the decision letter explicitly stating the acknowledgement of this right and shall be in the preferred language of the [parent/guardian](#). In the event the student's [parent/guardian](#) subsequently appeal the [Division Superintendent's](#) final written decision to the School Board, the appeal may include a request for the student to attend classes and the reasons the [parent/guardian](#) believes the student would not endanger the well-being of others, unless there is a victim or victims at the school, such as in cases of assault or Sex Discrimination. An ad hoc three-member committee of the School Board may, following a review of the record then on file, allow the student to return to classes pending the final decision of the School Board on the appeal.
- e. Following the hearing, the [Division Superintendent](#) shall promptly notify the [parent/guardian](#) and the [principal](#) of the decision and the basis for the decision, noting the parent/guardian's right to appeal in writing to the full School Board. Appeals to the full School Board shall be conducted in accordance with the procedures established in the current version of [Policy 2611, Procedures for Hearings and Appeals to School Board](#).
- f. If the decision to extend the suspension is in conjunction with the Division Superintendent's decision for reassignment or [expulsion](#), an appeal on the extension

²⁰ As such, any appeal of long-term suspension in conjunction with a referral to the Division Superintendent or recommendation for reassignment shall be directed to the Division Superintendent.

will be considered by the School Board as part of the reassignment or expulsion proceeding.

8. [Expulsion](#)

Expulsion is any disciplinary action imposed by the School Board or a designated committee thereof, as provided in FCPS school policy, whereby a student is not permitted to attend school within FCPS or the regular instructional program of FCPS and is ineligible for readmission to such for 365 calendar days after the date of the expulsion. Expulsion may be imposed or rescinded only at the discretion of the School Board or a designated committee thereof. The [principal](#) shall promptly send written notice of the facts warranting a [referral to the Division Superintendent](#), to the [parent/guardian](#), and the student. When the principal makes a referral to the Division Superintendent, the principal may choose to recommend specific disciplinary actions, including expulsion. No inference is to be drawn from the absence of a principal's recommendation. As a part of the referral, the Division Superintendent may consider forwarding a recommendation for expulsion to the School Board whether or not such has been expressly recommended by the principal. The principal shall offer to meet with the student and [parent/guardian](#) prior to a hearing to explain the hearings process and to discuss the facts leading to the referral. The [parent/guardian](#) also is entitled to receive a redacted copy of the discipline packet that the school submitted in support of the referral, upon notice to the Division Superintendent. The hearing procedure is as follows:

- a. The [Division Superintendent](#) shall promptly schedule a hearing on the referral at a mutually agreeable time or, failing that, shall notify the [parent/guardian](#) in writing at least two business days, if practicable, before the hearing of the date, time, and place of the hearing and the procedures.
- b. When a student is the subject of a [referral to the Division Superintendent](#), the Division Superintendent will consider all possible sanctions in the same hearing (to include [short-term suspension](#), [long-term suspension](#), reassignment, and/or expulsion).
- c. No [expulsion](#) recommendation is binding on the [Division Superintendent](#), who may implement alternative disciplinary sanctions or determine that no discipline is warranted.
- d. If the [Division Superintendent](#) decides to recommend [expulsion](#), they shall notify the clerk of the School Board and shall inform the student and the [parent/guardian](#) of such and shall send them a copy of the current version of [Policy 2611](#). The Division Superintendent also may offer the parent/guardian a [letter of agreement](#) which, if agreed to and signed by the parent/guardian and thereafter accepted by a School Board committee, would conclude the case without a further hearing.
- e. The School Board or a designated committee shall make a determination on the recommendation in accordance with the current version of [Policy 2611](#).

9. Educational Placements During Appeal

For those cases in which a decision by the School Board is pending, the student is expected to enroll in and attend the educational program designated by the [Division Superintendent](#) during the pendency of the proceeding. As an alternative, the student may continue to receive out-of-school support assigned by the Office of Out of School Support to assist in completion of tests and assignments.

10. Students Suspended or Expelled from Attendance at School from Another District or a Private School

A student who has been expelled or suspended for more than 30 days from attendance at school by another school board or a private school, or for whom admission has been withdrawn by a private school, may be excluded from attendance for no more than one calendar year in the case of [expulsion](#) or withdrawal of admission, and in the case of suspension of more than 30 days, for no longer than the duration of such suspension. The school shall provide written notice to the student and their [parent/guardian](#) of the reasons for such possible exclusion and of the right to attend a hearing conducted by the [Division Superintendent](#). The student may not attend school until a review of the case is conducted by the Division Superintendent. Exclusion from some or all FCPS programs shall be imposed upon a finding that the student presents a danger to the other students or staff members of the school division. The decision to exclude shall be final unless altered by the School Board after timely written petition in accordance with the procedures established in the current version of [Policy 2611](#). Upon the expiration of the exclusion, the student may petition the Division Superintendent for admission.

11. Reassignment to an Alternative Program

The [Division Superintendent](#) may require any student who (i) has been charged with an offense relating to Virginia's laws on [weapons](#), alcohol, [marijuana](#), drugs, or intentional injury to another person, or with an offense required by law to be reported to school officials, or (ii) has been found guilty or not innocent of any of the above offenses or of a crime that resulted in or could have resulted in injury to others, or of a crime required by law to be reported to school officials, or (iii) has been found to have committed a serious offense or repeated offenses in violation of School Board policies, to attend an alternative program, including, but not limited to, night school, adult education, or any other educational program designed to offer instruction to students for whom the regular program of instruction may be inappropriate. The Division Superintendent may impose this requirement without regard to where the crime has occurred.

a. Student's Suspension for Intentional Injury of a Fellow Student in the Community

Following notice and a hearing, a school [principal](#) is authorized to impose a [short-term suspension](#) upon any student who has been charged with a criminal offense reportable to school officials and involving intentional injury to another student who attends the same FCPS school, regardless of where such offense occurred. In addition, the school principal may, concurrent with the imposition of the short-term suspension, recommend to the [Division Superintendent](#) that the charged student be reassigned to a school or program other than that which the victim attends. The Division Superintendent shall determine, in accordance with the procedures below, whether the charged student shall be reassigned to an alternative educational

program or to another school.

b. Hearing Procedures for Reassignments

The student and [parent/guardian](#) shall be provided an opportunity to participate in a hearing to be conducted by the [Division Superintendent](#) regarding such reassignment. Written notice to the student and the parent/guardian shall be provided if the student will be required to attend an alternative program. The decision of the Division Superintendent shall be final unless altered by the School Board upon timely written petition by the student or the parent/guardian. Following the hearing, the Division Superintendent shall promptly notify the parent/guardian and the [principal](#) of the decision and the basis for the decision, noting the parent/guardian's right to appeal in writing to the full School Board. Appeals to the full School Board shall be conducted in accordance with the procedures established in the current version of [Policy 2611](#).

12. Reports from Court

Any student for whom the school division has received a report pursuant to [Section 16.1-305.1 of the Code of Virginia](#) of adjudication of delinquency or conviction of a specified crime may be suspended or expelled from school attendance in accordance with [Section 22.1-277 of the Code of Virginia](#).

Notification is sent to the [Division Superintendent](#) by the staff of the court when a student is charged with committing specified crimes including those involving criminal street [gang](#) activity or found in violation of certain laws, when a student is found not guilty of specific charges, or when charges against a student are dismissed, withdrawn, or reduced as required by [Sections 16.1-260, 16.1-301, and 16.1-305.1 of the Code of Virginia](#).

13. Unauthorized Persons

All visitors to a school or its grounds shall report to the main office immediately. Persons who fail to do so may be considered trespassers and subject to legal action, and student visitors who fail to do so also may be subject to disciplinary action, as well as legal action. Any person whose presence or action interferes with or disrupts the operation of the school, its students, or school activities shall be prohibited from entering school or remaining on school property or remaining at a school-sponsored activity, wherever located.

14. Petition for Readmission

In accordance with the current version of [Policy 2611](#), students who are expelled and who are not permitted to return to regular school attendance or to attend, during the [expulsion](#), an alternative program, may petition for readmission to be effective one year after the date of expulsion. In order to be timely, a written petition for readmission, along with a copy of the School Board's expulsion decision, must be filed with the [Division Superintendent](#) no earlier than eight months, but not later than ten months, after the date of expulsion. The Division Superintendent may, at the discretion of the hearing officer, hold a hearing and shall issue a decision prior to the expiration of the one-year expulsion

period. An untimely petition may result in a delayed decision on readmission. When a petition for readmission is denied by the hearing officer for the Division Superintendent, the student may petition the School Board for review of such denial. The School Board's review is based on the written record. An application may be made annually in accordance with the above schedule. Notice of the right to petition for readmission, as well as any conditions, will accompany the expulsion decision.

15. Other Disciplinary Consequences

A student who engages in prohibited conduct may be subject to ongoing consequences, even after the student returns to school attendance following suspension or [expulsion](#). Such consequences include, but are not limited to, reassignment to a different regular school or to an alternative educational program, probationary conditions, community or civic service, and restitution. School officials, at their discretion, may impose various conditions and restrictions for so long as the student attends any school or program operated by, or on behalf of, the School Board. Students, who have been found to be involved with illegal drugs, alcohol, [marijuana](#), and/or the illegal use of [controlled substances](#), and who thereafter have been assigned to a Fairfax County school or educational program where other students are in attendance, may be required to submit to school officials: (i) a then-current, negative drug screen report from a qualified independent laboratory and (ii) satisfactory evidence of participation in a substance abuse treatment or educational intervention program as recommended by Community Services Board or another qualified professional. In lieu of a negative drug screen, school officials may accept satisfactory evidence that the student has enrolled and is participating in the recommended substance abuse treatment or educational intervention program.

Where a student successfully completes an intervention seminar in lieu of a disciplinary sanction, the student's disciplinary record shall contain the violation as well as note the student's completion of the intervention seminar; and, in such an event, no suspension shall be recorded.

School officials, at their discretion, may impose various conditions and restrictions for so long as the student attends any school or program operated by, or on behalf of, the School Board. As a probationary student, the student is required to maintain satisfactory academic, disciplinary, and attendance records. In addition, a probationary student is required to abide by all applicable laws in the community and to comply with the terms of any court order, including a probation order. Probationary conditions shall be of a duration of no more than one calendar year unless the student violates one or more of these conditions.

D. Guidance for the [Parent/Guardian](#) of Students with Disabilities Related to Discipline

FCPS looks at every student and their unique needs and is committed to working collaboratively with each family to support their child's needs. For students with special education services, the IEP team (to include the parent/guardian) requires that each child's unique needs are reviewed and considered during the IEP process. For a student with a disability under 504 of the Rehabilitation Act of 1973, refer to Chapter II,D.,8. Protections for Students Covered by Section 504 Plan.

1. Prevention of Disciplinary Incidents

When a student's behavior impedes their learning or that of others, or if there appears to be a pattern of misconduct leading to suspension, the IEP team, which includes the [parent/guardian](#), shall prioritize the use of positive behavioral interventions, strategies and supports, and take one or both of the following actions:

- a. Develop IEP goals and services specific to the child's behavioral needs.
- b. Conduct an FBA and develop a BIP to address the child's behavioral needs.

2. [Short-Term Suspensions](#) (Fewer than Ten School Days)

Students with disabilities may be disciplined in the same manner as non-disabled peers for up to ten consecutive or cumulative school days in the same school year.

3. [Long-Term Suspension](#) (More than Ten School Days)

If a student with disabilities is recommended for a suspension of more than ten consecutive or cumulative school days in a school year, the school shall conduct an MDR and provide services to enable the student to participate in the general education curriculum and progress toward meeting the goals of their IEP. The MDR team meeting shall convene as soon as reasonably possible, but no later than the tenth day of suspension. On the same date on which FCPS decides to long-term suspend a student with a disability because of a violation of the code of conduct, FCPS shall notify the [parent/guardian](#) and provide them a copy of the procedural safeguards.

4. [Parent/Guardian](#) Notification

When a risk assessment is deemed necessary, pursuant to Regulation 2111, school staff will notify the parent/guardian of any student with an intellectual or development disability. Efforts to notify the parent/guardian must be documented in writing. To the greatest extent practicable, school staff will ensure the presence of an adult who is known to the student and familiar with how to support their communication needs (i.e., IEP team member familiar to and with the student) before questioning a student with an intellectual or developmental disability.

If a disciplinary incident involving a student with an intellectual or developmental disability (e.g., autism) may result in a suspension of any kind, staff shall not request a verbal or written statement from the student until a parent/guardian is present or a parent/guardian has consented to the questioning of the student with the support from an adult who is known to the student and familiar with how to support their communication needs (i.e., IEP team member familiar to and with the student). Staff shall make reasonable efforts to obtain consent and/or the presence of a parent/guardian and such staff efforts to obtain parent/guardian presence and/or consent shall be documented in writing. Absent the presence or consent of the parent/guardian within two (2) school days of the notification by staff of the alleged incident and request to obtain a statement (written/verbal) from the student, school-based administrators will make a disciplinary decision based on all other

existing information.

5. Consultation with the Student's IEP Team

Prior to making a decision to suspend or refer to the [Division Superintendent](#) a student with a disability, the [principal](#) of the school (or the principal's designee) shall consult with the student's case manager or another key member of the IEP team if the case manager is not available, review the student's IEP, including any BIP, and take into consideration any special circumstances regarding the student.

If any written or verbal statement concerning a disciplinary incident is requested of a student with a disability, school staff shall consult with the student's case manager or another key member of the IEP team or 504 committee if the case manager is not available, review the IEP or 504 plan, and ensure all accommodations documented in the student's IEP or 504 plan are provided to the student.

If the student has been suspended repeatedly for similar violations demonstrating a pattern of behavior, the [principal](#) shall convene an IEP meeting to determine whether additional goals or services are needed to address the student's behavioral needs and, where necessary, conduct a functional behavior assessment and develop a behavior intervention plan.

When FCPS reassigns a student with an IEP for disciplinary reasons, in which the [reassignment](#) would result in a change of placement, the IEP team will convene to discuss the student's IEP or implementation of the student's IEP at the new location. Because the least restrictive environment (LRE) of a student with a disability is not to be predetermined, it is the duty of the IEP team to discuss, propose, and decide upon the LRE, consistent with the disciplinary decision. Accordingly, the IEP team will consider the views of all members of the meeting.

When FCPS allows a student, that has been removed from an educational setting for disciplinary reasons, to return to another location that has a comparable educational program, the IEP team shall convene to discuss the student's educational services.

6. Manifestation Determination Review (MDR)

In conducting an MDR, the school shall follow the procedures below:

- a. Relevant members of the student's IEP team, as determined by the [parent/guardian](#) and school, shall comprise the MDR team.
- b. The MDR team shall determine that the misconduct was a manifestation of the student's disability (causality) if either of the following two conditions is met:
 - (1) The conduct was caused by, or had a direct and substantial relationship to, the student's disability, or
 - (2) The conduct was a direct result of the failure of FCPS to implement the IEP.

- c. In making a determination of causality, the MDR team shall consider all relevant information in the student's file and other factors including the student's IEP, placement, school evaluations, observations, and information supplied by the [parent/guardian](#) or school officials.
- d. The MDR decision and written rationale shall be made available to the appropriate hearing officer prior to any Hearings Office proceedings.
- e. If the MDR team determines the misconduct was a manifestation of the student's disability:
 - (1) In the event that the misconduct did not involve serious harm to a victim or [threat](#) of serious harm to a prospective victim, the [principal](#) shall withdraw the [referral to the Division Superintendent](#);
 - (2) In the event that the misconduct involves serious harm to a victim or [threat](#) of serious harm to a prospective victim, the [referral to the Division Superintendent](#) will remain in effect so that suitable safety measures and protective measures may be considered. The student shall be returned to the same educational placement from which they were removed, which may be at the same or an equivalent location, unless:
 - (a) The [parent/guardian](#) and school officials agree to a change in placement; or
 - (b) Where applicable, the student is assigned by the [Division Superintendent](#) to an interim alternative educational setting for 45 school days for certain offenses relating to illegal drugs [controlled substances](#), [weapons](#), or serious bodily injury, in accordance with [Virginia Administrative Code, 8VAC20-81-160, Section C.5](#).
 - (c) The school division institutes expedited special education due process proceedings to change the student's placement, in a situation where maintaining the current placement is substantially likely to result in injury to the student or others, in accordance with [Virginia Administrative Code 8 VAC 20-81-160, Section E.2](#).
 - (3) The student's IEP team must conduct an FBA as soon as possible if one has not already been conducted or update the FBA if one already exists. Based on the information in the FBA, the IEP team shall develop or update a BIP.
- f. If the MDR team determines the misconduct is not a manifestation of the student's disability, further discipline may be considered by school officials in the same manner and for the same duration as for non-disabled students; however, special education services must be provided during the period of suspension and/or [expulsion](#) so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting their IEP goals.
- g. If the [parent/guardian](#) does not agree to a change in special education placement or

agree with the outcome of the MDR, they have the opportunity to request a local administrative review within FCPS. The parent/guardian may access dispute resolution options through the Virginia Department of Education according to the procedures outlined in the VDOE Special Education Procedural Safeguards Requirements (<https://www.fcps.edu/sites/default/files/media/forms/se4.pdf>).

7. Protections for Students Not Currently Eligible for Special Education

A student who has not been determined to be eligible for special education and related services, and who has engaged in behavior that violated the code of student conduct, may assert the protections for students eligible for special education prescribed by Virginia special education regulations if the school had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. The school is deemed to have knowledge that a student is a student with a disability unless the [parent/guardian](#) did not consent to an evaluation, has refused services, or the student has been evaluated and determined not to be a student with a disability under the following circumstances:

- a. The [parent/guardian](#) expressed concern, in writing, to supervisory or administrative personnel or the student's teacher that the student is in need of special education and related services.
- b. The [parent/guardian](#) has requested an evaluation of the student to be determined eligible for special education and related services.
- c. The teacher of the student or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education department chair or their supervisor within FCPS.

8. Protections for Students with Disabilities Covered by Section 504 Plans

- a. When a [principal](#) recommends a suspension of more than ten school days, initiates a suspension that would accumulate to more than ten school days in a school year, or refers to the [Division Superintendent](#) a student with a disability who has been determined to be a student with a disability under Section 504 of the Rehabilitation Act of 1973, the school shall ensure that a knowledgeable committee convenes as soon as possible but not later than ten days after the decision to suspend or recommend reassignment or [expulsion](#). The [parent/guardian](#) may request additional staff or persons attend the meeting other than those identified by school staff.
- b. The knowledgeable committee shall convene a Causality Hearing to determine whether or not the misconduct has a causal relationship to the student's disability.

A committee is not required to convene in those situations pertaining to the use or [possession](#) of illegal drugs, alcohol, or [marijuana](#) where the student currently is engaging in the use of illegal drugs, alcohol, or marijuana.

- c. If it is determined that the misconduct was caused directly by the disability, the student may not be expelled or suspended for more than ten days.

- d. If it is determined that the misconduct was not caused directly by the disability, the student may be disciplined in the same manner as non-disabled peers.
- e. If the student has been suspended repeatedly for similar violations demonstrating a pattern of behavior, the [principal](#) shall convene the knowledgeable committee to review the 504 Plan to determine whether additional accommodations or other supports are needed to address the student's behavior and, where necessary, conduct a functional behavior assessment or develop a behavior plan.
- f. The student shall not be entitled to receive continuing educational services during any period of suspension or [expulsion](#).
- g. The knowledgeable committee's determination shall be forwarded to the [Division Superintendent](#), who reviews this information in consideration of further disciplinary action.

Glossary

Ableism	Discrimination in favor of an able-bodied person.
Abstain	To choose not to do or have something, especially something you like or enjoy, because it is bad for your health or morally wrong.
Administrative Review	An administrative review (AR) is a Fairfax County Public Schools (FCPS) informal, voluntary process to resolve special education and Section 504 disputes, convened at the request of the parent/guardian or the school principal. Please note that voluntary participation in the FCPS administrative review is not a prerequisite for access to any of the dispute resolution options outlined in the VDOE Special Education Procedural Safeguards. For more information, please contact the FCPS Office of Due Process and Eligibility at 571-423-4470.
Aggravating Circumstances	As defined by the Virginia Department of Education, such includes; (i) 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 risk assessment; or (ii) the 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) the student engaged in a serious offense that was persistent and unresponsive to targeted interventions as documented through an established intervention process. The Code of Virginia requires that the above also includes consideration of the student's disciplinary history.
Alcohol and Other Drug Intervention (AOD)	An intervention provided by a Substance Abuse Prevention specialist who provides a substance abuse screener and psychoeducation. This education includes up to date facts about the potential impact of drug and alcohol use, as well as open discussions about the choices that lead to substance use, the impact these choices can have on students, friends, and other members of the family, options for responding to peer pressure, and strategies to quit the use of substances. A handoff to community providers, who can provide additional supports and treatment options is made available for those with a moderate to high risk for substance abuse.
Assault	An act, criminal or tortious, that threatens physical harm to a person, whether or not actual harm is done.
Bona fide	Genuine. Real. In good faith.

Bullying

Any aggressive and/or unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim (examples of a power imbalance include, but are not limited to, greater physical strength or size, access to embarrassing information, or greater popularity, or social connectedness), and is repeated over time (i.e., behaviors happen more than once or have the potential to happen more than once), or causes severe emotional trauma. “Bullying” includes [cyberbullying](#). “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

Change of Placement

Change of Placement means when the local educational agency places the child in a setting that is distinguishable from the educational environment to which the child was previously assigned and includes: (34 CFR 300.102(a)(3)(iii), 34 CFR 300.532(b)(2)(ii), and 34 CFR 300.536). 1. The child’s initial placement from general education to special education and related services; 2. The expulsion or long-term removal of a student with a disability; 3. The placement change that results from a change in the identification of a disability; 4. The change from a public school to a private day, residential, or state-operated program; from a private day, residential, or state-operated program to a public school; or to a placement in a separate facility for educational purposes; 5. Termination of all special education and related services; 6. Graduation with a standard or advanced studies high school diploma. A change in placement also means any change in the educational setting for a child with a disability that does not replicate the elements of the educational program of the child’s previous setting.

Controlled Substances

Drugs or substances found in the Drug Control Act ([54.1-3400 of the Code of Virginia](#)), including all prescription drugs, regardless of whether the drug is considered to be a controlled substance under federal law. For student disciplinary purposes, controlled substances include but are not limited to cocaine, hallucinogens such as MDMA (ecstasy), and the actual and any generic formulations of: Adderall, Codeine, Oxycontin, Percocet, Ritalin, Valium, Vicodin, Zoloft, and any other prescription drugs for pain, depression, hyperactivity, or attention deficit disorders.

Cyberbullying

Any threats by one student toward another through electronic means, typically through e-mail or on websites (e.g., blogs, social networking sites). Electronic communication that supports deliberate, hostile, hurtful messages, intended to harm others is a form of bullying. Cyberbullying includes

such things as sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person without consent; pretending to be someone else in order to make that person look bad; and defamatory online personal polling websites.

Day	Means a school day unless the context requires otherwise.
Deadnaming	When someone refers to a person who is transgender or gender-expansive by a name other than their own chosen name.
Digital Citizenship	Understanding how to use technology safely and respectfully while contributing positively to online communities. It involves respecting the rights of others, being mindful of the content shared online, and being critical of information encountered on the internet.
Discrimination	Denying a person the benefit of any education program activity on the basis of race, sex, color, age, religion, sexual orientation, gender identity, national origin, genetic information, pregnancy status, childbirth or related medical condition, marital status, veteran status, and disability violation of applicable law.
Discriminatory Harassment	<p>Verbal, electronic, or physical action that denigrates or shows hostility toward an individual because of their age, race, color, religion, national origin, marital status, disability, or any other legally protected class. Such harassment may create an intimidating, hostile, or offensive student environment.</p> <p>Discriminatory harassment is unwanted conduct toward an individual based on their actual or perceived age, race, color, sex, gender identity, sexual orientation, religion, national origin, marital status, disability, or any other legally protected class. The conduct must be sufficiently severe such that it creates a hostile educational environment, meaning it denies or limits a student's ability to participate in or benefit from education programs and activities. Discriminatory harassment may be expressed in various ways, including through physical actions or through verbal, nonverbal, electronic, or written communications. Discriminatory harassment may include conduct such as epithets, various slurs such as racial, deadnaming and misgendering, negative stereotyping, jokes, written, printed, or graphic material that contains offensive, demeaning, or degrading images or comments.</p>
Disruption	Disruption of the educational process means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student group or group of students.

Distracting	Any behavior that results in unwanted noise, conversation, or acts.
Distributing or Distribution	Includes, without limitation, giving, sharing, or selling, or intending or attempting to do so, as well as facilitating any of the above.
Division Superintendent	The Division Superintendent or assigned designee (that is, region assistant superintendent, hearing officer, or assistant superintendent or any other administrative staff member authorized to act in that capacity).
Drug Paraphernalia	All equipment, products, and materials of any kind that are either designed for use or that are intended by the person charged for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, strength testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance. (Code of Virginia, Section 18.2-265.1)
Exigent	Requiring immediate attention or action.
Expulsion	Any disciplinary action imposed by a school board or a committee thereof, as provided in school policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.
Faith-based Discrimination (religious discrimination)	Treating individuals differently because of their religious beliefs and practices, and/or their request for accommodations of their religious beliefs and practices. It also includes treating individuals differently because of their lack of religious beliefs or practices.
Frequency	The rate at which something occurs or is repeated over a particular period of time or in a given sample.
Functional Behavioral Assessment	Conducted by a team in order to develop a hypothesis about the function of the problem behavior when a student behaves in a way that significantly interferes with the student's learning and/or the learning of others. This leads to the development of a Behavioral Intervention Plan (BIP).
Gang	A group of two or more persons, whether formal or informal, and however identified, which individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating. Such does include, but is not limited to, a criminal street gang. The group may, but need not necessarily, have an identifiable name, sign, symbol, or colors.

Generative Artificial Intelligence	Generative artificial intelligence (GenAI) is a technology that can create new content such as text, images, or other media from a predetermined set of data sources.
Hate Speech	Any form of expression intended to humiliate or incite hatred against a group or class of persons based upon their actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability.
Hazing	Recklessly or intentionally endangering the health or safety of a student or inflicting bodily injury on a student in connection with or for, the purpose of initiation, admission into, or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student so endangered or injured participated voluntarily in the relevant activity. The Code of Virginia prohibits hazing and imposes criminal penalties. (Code of Virginia, Section 18.2-56)
Hearings Office	The Hearings Office conducts discipline hearings and determines outcomes on behalf of the Division Superintendent; makes discipline recommendations to the School Board and represents the Division Superintendent at School Board hearings; maintains records and statistics related to expulsion, exclusion, and reassignment recommendations and outcomes; decides suspension appeals; provides resource assistance and training to school-based and central office administrators; and conducts employee grievance hearings on behalf of the Division Superintendent.
Imitation Controlled Substance	A drug or substance in which the substance or container bears the name, markings, or likeness to, or is represented to be, a controlled substance (including a prescription drug).
Imitation Marijuana	A substance which bears a likeness to or is represented to be marijuana.
Inhalant	Any substance that gives off vapors or fumes and that is inhaled for a high.
Intensity	The strength of the behavior, such as an impulse or emotion.
Letter of Agreement	A written agreement which may be offered by the Division Superintendent's hearing officer to a student who the hearing officer is recommending for expulsion. If the agreement is signed by the student's parent/guardian and accepted by a School Board committee, the student is assigned to an alternative education program during the term of the expulsion, and the student's case is concluded without a further hearing.

Lewd	Showing or intended to incite in an offensive way.
Libel	Any false and harmful written or printed statement designed to expose a person to public ridicule or hatred and would injure a person's reputation in any way; anything that gives an unflattering or damaging picture of someone.
Libelous	Writing or publishing libel.
Long-Term Suspension	Disciplinary action that denies school attendance for 11-45 school days, unless misconduct involves (i) possession or use of a statutory weapon (as defined in Section A.5.a.), or illegal drugs (as defined in Section A.3.f.), (ii) serious bodily injury; or (iii) aggravating circumstances. Where a determination of (i), (ii), or (iii) is made, the long-term suspension may extend beyond 45 school days, but shall not exceed 364 calendar days.
Malicious	Characterized by malice; intending or intended to do harm.
Manifestation Determination Review (MDR)	A process for determining whether a behavior was caused by, had a substantial relationship to a student's disability, or was the direct result of the failure to implement the IEP.
Marijuana	Any part of the cannabis plant, whether growing or not, its seeds, resin or residue, or any extract and any of its various forms, other than THC-A oil or cannabidiol oil provided that a written certification for use was issued by a licensed practitioner in accordance with the Code of Virginia.
Marijuana, synthetic	A substance which is a controlled substance. On occasion, this substance is referred to as "Spice; K-2; or JWH-018." For the purposes of the SR&R, the term synthetic marijuana also includes any substances which bears a likeness to, or is represented to be, cannabimimetic agents or synthetic marijuana.
Meditate	To think deeply and continuously; reflect.
Misgendering	The act of labelling others with a gender that does not match their gender identity.
Neurodiversity	The infinite variation in human cognitive functioning (learning, thinking, perception, communicating, feeling, etc.) due to individuals' unique brain wiring, experiences, and ways of being.
Nonprescription (Over-the-Counter Drug)	Any drug that can be obtained legally without a doctor's prescription.
Obscene	Words or pictures that are offensive, rude, shocking.

Outing	The act of disclosing an LGBTQIA+ person's sexual orientation or gender identity without the person's consent.
Parents/guardians	"Parent/guardian" means any parent, guardian, legal custodian, or other person having control or charge of a child.
Plagiarize	To steal and pass off the ideas or words of another as one's own; use without crediting the source.
Possession	The actual or constructive possession of a specific object or substance. Such possession may be sole, joint, or collective.
Prescription Drug	Any medication that requires a doctor's prescription.
Principal	The principal, any assistant principal, or, in their absence, the designated teacher in charge.
Privacy	Keeping information about a person that can be used to identify the person because it is unique (e.g., full name, address, etc.) out of the public domain.
Profanity	The use of swear words.
Reassignment	The disciplinary decision that requires a student to attend another school or an alternative education program, or both, pursuant to Virginia Code 22.1-277 .
Recitation	The act or an instance of reading or repeating aloud.
Records Review	A meeting conducted by the region assistant superintendent at the request of the principal, to which the parent/guardian and student are invited to participate, for the purpose of reviewing the student's disciplinary record and interventions to date in order to further address the student's conduct issues.
Redaction	The act of selecting or adapting (as by obscuring or removing sensitive information) for publication or release.
Referral to the Division Superintendent	Referral to the Division Superintendent means a decision which is made by the principal in order for there to be consideration of student disciplinary action greater than a short-term suspension . Where the principal makes such a referral, the Division Superintendent will conduct a hearing to determine based on the facts whether additional disciplinary consequences (to include one or more of the following: a long-term suspension , a reassignment, or a recommendation to the School Board for expulsion) are appropriate in accordance with this SR&R. In conducting this hearing, the Division Superintendent also will determine whether the

short-term suspension imposed by the principal is warranted. When making a referral to the Division Superintendent, the principal may choose to recommend a specific disciplinary action, provided, however, that whether or not the principal recommends a specific disciplinary action, the Division Superintendent has authority to take one or more of the following actions in accordance with the SR&R: determine that no disciplinary action is warranted, confirm a short-term suspension, impose a long-term suspension, effect a reassignment, and/or forward a recommendation to the School Board for expulsion.

Restorative Justice Conference

A restorative justice conference brings together the people most affected by wrongdoing to discuss the incident, understand who has been harmed, and to decide how the harm should be repaired. The harmed persons and school community are given a voice in the discipline process and resolution of the incident. The offending student is responsible for repairing the harm to the extent possible.

Risk Assessment

A structured process to evaluate the seriousness of a student's threat, support any victims or potential victims, and take preventive or corrective measures to maintain safety.

Scholastic Dishonesty

Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student through any means including the use of generative artificial intelligence (GenAI).

School Board

The Fairfax County School Board or a designated committee thereof.

School Day

Any day school is in session.

School Property

Any property owned, leased, or used by the School Board, including any vehicle operated by or on behalf of the School Board, such as school buses, cars, and vans.

School Resource Officer (SRO)

A certified law enforcement officer hired by the Fairfax County Police Department or other local police department to provide law-enforcement and security services to FCPS schools. Pursuant to the Code of Virginia, an SRO is to help (i) ensure safety and (ii) prevent truancy and violence in the schools.

Self Defense

A student must be without fault in provoking or bringing on the fight or incident; have reasonably feared, under the circumstances, as they appeared to them, that they were in danger of harm; and have used no more force than was

	reasonably necessary to protect themselves from the threatened harm.
Sexual Misconduct	Misconduct that includes unwelcome sexual advances, regardless of sexual orientation; requests for sexual favors; and other inappropriate verbal, electronic, or physical conduct of a sexual nature but that is not within the scope of "Sex Discrimination" as defined by Regulation 2118 .
Short-Term Suspension	Disciplinary action that denies school attendance for a period not to exceed ten days (up to 3 school days for grades K-3) unless specified misconduct has occurred. Up to 5 school days for grades 4-12, unless accompanied by a referral to the Division Superintendent.
Slander	The utterance of false charges or misrepresentation in the presence of another person which defame and damage another's reputation.
Slanderous	To utter slander against.
Statutory	Fixed by law.
Stigmatize	To characterize or mark as disgraceful.
Stigmatization	The act of being stigmatized.
Student Activities	These include extracurricular activities, co-curricular requirements, and athletics. Students participating in athletics, performing arts, clubs, competitions, practices, and any other activity that provides opportunities for participation outside of normal school hours, in addition to any student who is a spectator or audience member at a school sponsored activity are included in this definition.
Substantial Disruption	Includes any incident that generates a considerable negative impact on normal school operations, or results in a significant impact to students, the parent/guardian, and/or staff, such as using prohibited substances in a large group setting at school; requiring a response that disrupts school operations such as the need for emergency medical services; or creating a situation where the parent/guardian is compelled to keep their children out of school, or where groups of students are unable to focus on learning due to a specific incident.
Threat	An expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware of the threat existing in any fashion, whether orally,

visually, in writing, or electronically.

Title IX Conduct	All Title IX conduct (including Hostile Environment Harassment, Dating Violence, Domestic Violence, Stalking, Rape, Sodomy, Fondling, Sexual Assault with an Object, Incest, Statutory Rape, and Retaliation) is defined in Regulation 2118.
Vaping	The act of inhaling and exhaling vapor, which is produced by an e-cigarette or similar device such as e-hookahs, mods, Juul pens, or vape pens.
Vulgar	Lack of culture, refinement, taste. Coarse or crude.
Weapon	Any item so defined in the text of this regulation. For the purpose of the Gun-Free Schools Act, nothing herein shall be construed to prohibit possession of a weapon under circumstances that are expressly permitted by the Code of Virginia.

Legal Reference: Code of Virginia, Sections [2.2-3900.4.1-1100](#), [9.1-110](#), [15.2-915.4](#), [16.1-260](#), [16.1-301](#), [16.1-305.1](#), [18.2-56](#), [18.2-60.3](#), [18.2-83](#), [18.2-85](#), [18.2-87.1](#), [18.2-265.1](#), [18.2-308.1](#), [18.2-371.2](#), [18.2-372](#), [18.2-390](#), [18.2-391](#), [18.2-433.1](#), [22.1-1](#), [22.1-78](#), [22.1-254](#), [22.1-254.1](#), [22.1-258](#), [22.1-276.2](#), [22.1-277](#), [22.1-277.06](#), [22.1-277.07](#), [22.1-277.07:1](#), [22.1-279.3](#), [22.1-279.3:1](#), [22.1-279.6](#), [22.1-280.4](#), [54.1-3400](#), [54.1-3408.3](#)

Virginia Administrative Code: [8VAC20-81-160](#)

See also the current versions of:

Policy 1352	Pledge of Allegiance to the Flag
Policy 1365	Distribution of Materials
Policy 1450	Nondiscrimination
Policy 2601	Rights and Responsibilities of Students
Policy 2611	Procedures for Hearings and Appeals to School Board
Policy 2613	Student Dress Code
Policy 2701	Student Personal Data
Regulation 1367	Distribution of Fliers or Other Informational Materials, Nonprofit Organizations' Access, and Procedures for Contests and Competitions
Regulation 2102	First Aid, Emergency Treatment, and Administration of Medications for Students
Regulation 2111	Procedures for Conducting a Risk Assessment
Regulation 2118	Title IX: Sex Discrimination by Students
Regulation 2150	Prevention of Alcohol and Other Drug Use by Students
Regulation 2152	Tobacco and Smoking Device Violations by Students
Regulation 2234	Student Absences and Attendance Regulations
Regulation 2602	Acts for Which Students May be Disciplined, Disciplinary Procedures and Interventions
Regulation 2603	Gender-Expansive and Transgender Students

<u>Regulation 2604</u>	<u>Rights of Adult Students</u>
<u>Regulation 2606</u>	<u>Teacher Removal of Students From Classes</u>
<u>Regulation 2612</u>	<u>Regulations and Procedures Governing Freedom of Expression by Students</u>
<u>Regulation 2613</u>	<u>Student Dress Code</u>
<u>Regulation 2616</u>	<u>Questioning of Students by Police</u>
<u>Regulation 2701</u>	<u>Student Personal Data</u>
<u>Regulation 4411</u>	<u>Procedures for Responding to Student Threat or Physical Assault Against a Fairfax County Public Schools (FCPS) Employee</u>
<u>Regulation 4952</u>	<u>Investigation of Complaints of Discrimination or Harassment Based on Race, Sex, Color, Religion, National Origin, Age, or Disability</u>
<u>Regulation 5810</u>	<u>School Activity Funds Management</u>
<u>Regulation 6410</u>	<u>Appropriate Use of Fairfax County Public Schools' Network and Internet Resources</u>
<u>Regulation 8617</u>	<u>Student Transportation—Eligibility, Routes, and Schedules</u>
Websites	<u>https://www.fcps.edu/about-fcps/policies-regulations-and-notice</u> <u>https://www.fcps.edu/node/36886</u> <u>https://www.fcps.edu/academics/academic-overview/nontraditional-schools-program</u> <u>https://www.fcps.edu/sites/default/files/media/forms/se4.pdf</u>
Forms	SS/SE-227, Nontraditional School Programs Elective Placement Referral Form

Attention Parents/Guardians
View more information about Student Rights and
Responsibilities online at www.fcps.edu/srr

The Office of the Ombuds

The Office of the Ombuds is available to talk with parents/guardians and students as a confidential, informal, independent, and impartial resource. If you need additional help navigating the school system, contact the Office of the Ombuds at:

571-423-4014

TEXT: 571-496-8284

or ombuds@fcps.edu.

Title IX

Complaints may be presented to the Title IX coordinator:

571-423-3153

8115 Gatehouse Road, Falls Church, Virginia 22042

For Deaf and Hard of Hearing – Dial 711 for access to Telecommunication Relay Services (TRS)

Section 504 of the Rehabilitation Act of 1973

Please contact the following for information regarding matters relating to Section 504 of the Rehabilitation Act of 1973 and equal access to FCPS facilities:

571-423-1304

8270 Willow Oaks Corporate Drive, Fairfax, VA 22031

Dial 711 for access to Telecommunication Relay Services (TRS)

Due Process and Eligibility

571-423-4470

8270 Willow Oaks Corporate Drive, Fairfax, VA 22031

Dial 711 for access to Telecommunication Relay Services (TRS)

Facilities

Design and Construction Services

571-423-2280

8115 Gatehouse Road, Suite 3500, Falls Church, VA 22042

Dial 711 for access to Telecommunication Relay Services (TRS)

Fairfax County Public Schools

Chief Equity Office

Equity and Student Conduct

571-423-1190

SRR@fcps.edu

www.fcps.edu

