

## **SPECIAL SERVICES**

### **Student Rights and Responsibilities**

#### **Student Rights and Responsibilities Booklet**

This regulation supersedes Regulation 2601.3~~78~~<sup>98</sup>P

## **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 [Clarity and Enforcement Enhancements](#)
- [Added Discipline Procedures and Equity Monitoring](#)
- [Added Training and Community Engagement](#)
- Added new glossary terms:
  - [Additional Consequences](#)
  - [Alternative Education Programs](#)

- Assault & Battery
- Bell to Bell
- Force
- Group Assault
- Individualized Education Plan ("IEP")
- Intent
- Progressive Discipline
- Region(s)
- Smart Devices

#### IV. SUMMARY OF CHANGES SINCE LAST PUBLICATION

- Added language to clarify the definition of hate speech to include symbols and religion.
- Removed the term "stakeholder" from entire document and replace with "community partner" or "community organization".
- Section VII. added language around updated integrated discipline training
- Added Section X to introduction: Monitoring and Enforcement.
- Chapter I. Section H: added language that if the concern involves a disciplinary action, parents/guardians should reach out to school administrators or Region Assistant Superintendent.
- Chapter I. Section N: updated cell phone policy.
- Chapter II. Changed "stealing" to "theft" in the SBAR Code Chart on infractions RB5 and BSC22.
- Chapter II. SBAR Code Chart: added in definition/explanation for "K-6".
- Chapter II. SBAR Code Chart: added language around how to use the matrix for the following:
  - Identify the violation
  - determine the starting response level
  - Select the appropriate intervention
  - Assign sanctions and instructional supports.
- Chapter II. SBAR Code Chart: added column with page number of where corresponding narrative can be found.
- Chapter II. SBAR Code Chart: added a reference to each page containing the matrix.
- Chapter II. SBAR Code Chart: added language requiring a student to participate in prevention and intervention activities, as appropriate.
- Chapter II. SBAR Code BSC27, added guidance to highlight that blades less than 3 inches and pneumatic weapons are included.
- Chapter II. SBAR Codes BSC27 & BSC27a, changed the "may" to "shall result in a suspension for up to 10 days" unless administrator deems it inappropriate to do so.
- Chapter II. SBAR Code BESO6: footnote added requiring a threshold standard for determining influence.
- Chapter II. SBAR Code Chart: added BESO1b: Group Assault & Battery.
- Chapter II. Section A: added language to "Acts for Which Students May be Disciplined" stating that administrators shall enter the disciplinary incident into SIS and notify parent/guardian within 24 hours.
- Chapter II. Section A: added Hazing as its own subsection
- Chapter II. Section A: added Assault and Battery as its own subsection.
- Chapter II. Section C.2.b.8: deleted the words "teachers" and "counselors" from list of people to whom a parent/guardian may present a complaint or appeal about discipline decisions.

- Glossary. added the definition of Additional Consequences.
- Glossary. added the definition of Alternative Education Programs.
- Glossary. edited the definition of Assault.
- Glossary. added the definition of Assault & Battery.
- Glossary. Added the definition of Bell to Bell.
- Glossary. edited the definition of Drug Paraphernalia.
- Glossary. added the definition of Force.
- Glossary. added the definition of Group Assault.
- Glossary. added the definition of Individualized Education Plan.
- Glossary. added the definition of intent.
- Glossary. added the definition of Progressive Discipline.
- Glossary. added the definition of Region(s).
- Glossary. edited the definition of Restorative Justice Conference.
- Glossary. added the definition of Smart Devices.
- Glossary. edited the definition of Weapon.

## 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. COMMUNITY PARTNER 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.

~~4. School-based administrators: Minimum of **semi**-annual training for principals, assistant principals, and Directors of Student Services by the Chief Equity Office (CEO) in integrated discipline practices to include changes to the SR&R, SR&R scenario processing, and procedures and policies related to Division Superintendent referrals, Title IX, Bullying and Harassment, Bias & Discrimination, Discipline Data Entry, and turn-key professional development for SR&R training with school-based staff. 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.~~

- ~~1.~~
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 principals<sup>1</sup> must review the SR&R booklet with their faculties prior to the opening of school and to pay special attention to any changes.

<sup>1</sup> 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.

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.

## 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.

#### **IX. MONITORING AND ENFORCEMENT**

The Chief Equity Office, in collaboration with the Office of the Chief of Schools, shall conduct a semester review of all discipline cases involving weapons, assault, and assault and battery to determine use of required intervention and factors considered prior to issuing a suspension for the related violations.

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

FAIRFAX COUNTY PUBLIC SCHOOLS

## 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 Virginia<sup>2</sup>, 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.

<sup>2</sup> According to the Code of Virginia, a "person of school age" means a person who will have reached their 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 Concerns<sup>3</sup>

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

---

<sup>3</sup> 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 the concern involves a disciplinary action, parents/guardians should reach out to a school administrator or the Region Assistant Superintendent.

If you have any questions or concerns about this right, you may contact the Office of the Ombuds at [ombuds@fcps.edu](mailto: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](mailto: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](http://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 community partner~~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

Each school board shall develop, and each public elementary and secondary school shall implement age-appropriate and developmentally appropriate policies relating to student cell phone and smart device possession and that restrict student cell phone and smart device possession and use on school property from bell to bell. To the extent that student cell phone or smart device possession and use is otherwise permitted on school property before or after bell to bell, the School Board shall regulate such possession and use with the objective of reducing any distractions in or disruptions to the learning environment, including bullying and harassment; ensure that implementation and enforcement of such policies (i) is the responsibility of the school administration; (ii) minimizes, to the extent possible, any conflict with the instructional responsibilities of teachers or any disturbance to instructional time; and (iii) does not involve any school resource officer, as defined in § 9.1-101, that may be employed in any school in the school division; permit any student, pursuant to an Individualized Education Plan, Section 504 Plan, individualized health care plan, or Limited English Proficiency plan, to possess and use a cell phone or smart device on school property, including in the classroom, from bell to bell to monitor or address a health concern or as an accommodation or assistive technology support; and expressly prohibit any student from being suspended or expelled as a consequence of any violation of such policies.

1. Students in grades K-6 (including 6th grade students at Poe MS, Holmes MS, and Glasgow MS): Phones must be off and personally stored (i.e., backpacks) for the duration of the school day: bell to bell. Phone accessories and all smart devices (e.g., airpods, earbuds, headsets, other items connected to the phone) are also to be off 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 bell to bell. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. Cell phones may be used on campus before and after school only.
2. Students in grades 7-8: Phones must be off and personally stored (i.e., backpacks, lockers, etc.) for the duration of the school day: bell to bell. Phone accessories and all smart devices (e.g., airpods, earbuds, headsets, other items connected to the phone) are also to be off and away. 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. Students are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms, unless there is a medical necessity or emergency. Cell phones may be used on campus before the first bell and after the last bell only. **Note:** Middle school populations in secondary schools (i.e., Robinson Secondary, Lake Braddock Secondary, and Hayfield Secondary) shall follow the middle school cell phone policy.
3. Students in grades 9-12: Phones must be off and personally stored (i.e., backpacks, lockers, etc.) during all instructional periods bell to bell. Phone accessories and all smart devices (e.g., airpods, earbuds, headsets, other items connected to the phone) are also to be off and personally stored 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. Cell phone use is restricted, and cell phones may only be used on campus before the first bell, after the last bell, during passing periods, and lunches.

~~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.~~

**Discipline Matrix for Cell Phone Violation**

<b><u>Level 1 Sanctions and Level 1-2 Interventions (Dispositions)</u></b> <b><u>All sanctions and interventions are in accordance with SR&amp;R Discipline Matrix leveled responses (p. 28-30)</u></b>			
<b><u>L1=Level 1</u></b> <b><u>L2=Level 2</u></b>	<b><u>Sanction</u></b>	<b><u>Intervention</u></b>	<b><u>SIS (Entered by Admin)</u></b>
<b><u>Violation #1</u></b>	<u>Confiscation of student article (confiscated and given to front office/subschool office) (L1)</u>  <u>Phone relinquished to student at end of school day. Phones not kept overnight.</u>	<u>Corrective Warning/Action (L1)</u>	<u>Sanction (Disposition)</u> <u>Intervention (Disposition)</u> <u>Violation Number</u> <u>Parent Notification w/n 24 hours</u>
<b><u>Violation #2</u></b>	<u>Confiscation of student article (confiscated and given to front office/subschool office) (L1)</u>  <u>Detention (1-day) (L1)</u>  <u>Phone relinquished to student at end of school day. Phones not kept overnight.</u>	<u>Administrator/Student Conference (L1) OR</u>  <u>Administrator/Parent Conference (L1)</u>	<u>Sanction (Disposition)</u> <u>Intervention (Disposition)</u> <u>Violation Number</u> <u>Parent Notification w/n 24 hours</u>
<b><u>Violation #3</u></b>	<u>Confiscation of student article (confiscated and given to front office/subschool office) (L1)</u>  <u>Detention (2-day) (L1)</u>  <u>Phone relinquished to student at end of school day. Phones not kept overnight.</u>	<u>Administrator/Student Conference (L1) OR</u>  <u>Administrator/Parent Conference (L1) OR</u>  <u>Restorative Justice Individual Conversation or Conference (School-Based or Central Office-Based) (L1)</u>	<u>Sanction (Disposition)</u> <u>Intervention (Disposition)</u> <u>Violation Number</u> <u>Parent Notification w/n 24 hours</u>

<p><b><u>Violation #4 (and all other subsequent violations)</u></b></p>	<p><u>Confiscation of student article (confiscated and given to front office/subschool office) (L1)</u></p> <p><u>Detention (3-day) (L1)</u></p> <p><u>Loss of Privilege for 20 consecutive school days. For each of 20 days, student will report to the front office at the beginning of each day to turn over their phone until the end of the day. (L1)</u></p> <p><u>Phone relinquished to student at end of school day. Phones not kept overnight.</u></p>	<p><u>Administrator/Student Conference (L1) OR</u></p> <p><u>Administrator/Parent Conference (L1) OR</u></p> <p><u>Referral to MTSS Support Team for behavior goal setting and progress monitoring (L2)</u></p>	<p><u>Sanction (Disposition) Intervention (Disposition) Violation Number Parent Notification w/n 24 hours</u></p>
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

- ~~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 judgment, 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

### Key

- X = aligns with state and local guidance for where leveled sanctions should begin.
- K-6 = the required starting leveled response for students in kindergarten through Grade 6.
- \* = 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.
- Possible disciplinary sanctions for each level are defined: whenever a student commits a reportable incident named in the regulation, the student shall be required to participate in prevention and intervention activities as deemed appropriate by the referring administrator.

### How to Use the Matrix

1. Identify the Violation: select the SBAR Category and SBAR Code related to the student's behavior.
2. Determine the Starting Response Level: refer to the SR&R Key (see above) to find the response level. "X" marks where the response should begin; "K-6" specifies elementary-level starting points.
3. Select the Appropriate Intervention: Every incident must have a behavioral intervention (see page XX for leveled interventions). Interventions must align with the designated response level (e.g., Level 2 violations require Level 2 or 1 interventions).
4. Assign Sanctions and Instructional Supports (if applicable): sanctions must align with the designated response level (e.g., Level 2 violations require Level 2 or 1 sanctions).

SBAR Code <sup>4</sup>	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	Page #
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 <sup>5</sup>	Unexcused tardiness to class	X	X				
BAP5 <sup>5</sup>	Unexcused tardiness to school	X	X				

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

<sup>5</sup> 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	Page #
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 <u>(see Regulation 2613)</u>	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	®		

± The Discipline Matrix Key can be found on page 21 of this document.

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	Page #
BSO13	Violation of School Board policy regarding the <a href="#">possession</a> or use of portable communication devices	X	X	*	*		
BSO13a <sup>5</sup>	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 <sup>5</sup>	Student is not going to class as assigned	X	X				
BSO16 <sup>5</sup>	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) <sup>6</sup>	Level 1	Level 2	Level 3	Level 4	Level 5	Page #
RB1	<a href="#">Bullying</a> with no physical injury	K-6	X	X	®		
RB2	<a href="#">Cyberbullying</a>	K-6	X	X	®		
RB3	Posting, <a href="#">distributing</a> , displaying, or sharing inappropriate or <a href="#">obscene</a> 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	<del>Theft of</del> <a href="#">Stealing</a> 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 <a href="#">vulgar</a> language or gestures (swearing, cursing, hate speech, <a href="#">gang</a> signs or gestures)						
RB8a	Swearing/cursing	X	X	X	®		
RB8b	Hate speech	X	X	X	®		
RB8c	<a href="#">Gang</a> 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	®		

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



± The Discipline Matrix Key can be found on page 21 of this document.

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) <sup>6</sup>	Level 1	Level 2	Level 3	Level 4	Level 5	Page #
RB9h	Using slurs based upon the actual or perceived gender identity (which includes, but is not limited to, malicious <a href="#">deadnaming or malicious misgendering</a> )	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	Page #
BSC1	Alcohol: Possessing or using alcohol		X <sup>7</sup>	X	®		
BSC1a	Alcohol: Under the influence of		X <sup>7</sup>	X	®		
BSC2	Alcohol: <a href="#">Distributing</a> alcohol to other students				X		
BSC3	Drugs: Possessing <a href="#">drug paraphernalia</a>		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 <sup>8</sup>		X		
BSC5	Tobacco: Possessing tobacco products		X	X	®		
BSC5a	Tobacco: Using tobacco products		X	X	®		
BSC5b	Tobacco: <a href="#">Distributing</a> 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	<a href="#">Bullying</a> 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	<a href="#">Cyberbullying</a> that continues after intervention. <a href="#">Cyberbullying</a> that relates a <a href="#">threat</a> to the safety of students and staff should be treated with a higher level of intervention and consequences		X	X	X		

<sup>7</sup> 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.

<sup>8</sup> 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.





± The Discipline Matrix Key can be found on page 21 of this document.

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	Page #
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 <sup>6</sup>	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)  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.		X	X	X		
BSC8f	Discriminatory Harassment (includes harassing conduct): Gender Identity (Before disciplining, consult with the Title IX office.)		X	X	X		
BSC8g	Discriminatory Harassment (includes harassing conduct): Sexual Orientation (Before disciplining, consult with the Title IX office.)		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 <sup>6</sup>	Exposing body parts, <u>lewd</u> , or indecent public behavior	K-6	X	X	®		

± The Discipline Matrix Key can be found on page 21 of this document.

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	Page #
BSC19 <sup>6</sup>	Physical contact of a sexual nature: patting body parts, pinching, tugging clothing	K-6	X	X	*		
BSC22	<del>Theft of Stealing</del> money or property using physical force (no <u>weapon</u> 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	<u>Weapons</u> : Possessing any weapon (other than a firearm) as defined by <u>§18.2-308.1</u> , <u>to include blades less than three inches and pneumatic weapons</u> (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	Page #
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		
<u>BESO1b</u>	<u>Group Assault and Battery: A group intending to cause physical injury to another person</u>	<u>K-6</u>	<u>X</u>	<u>X</u>	<u>X</u>		
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 <u>marijuana</u> or THC oil			X	®		
BESO5b	Drugs: Possessing Schedule I/II drugs					X	
BESO5c	Drugs: Possessing <u>inhalants</u>		X <sup>7</sup>	*	®	X <sup>7</sup>	
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 <a href="#">controlled substances</a> , illegal drugs, <a href="#">inhalants</a> , or synthetic hallucinogens, or unauthorized prescription medications <sup>9</sup>			X	®		
-------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---	---	--	--

<sup>9</sup> When determining students are under the influence of the listed drugs, administrators shall refer to Signs and Symptoms of Substance Use within the FCPS Overdose Protocols.

± The Discipline Matrix Key can be found on page 21 of this document.

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	Page #
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens, or unauthorized prescription medications.						
BESO7a	Drugs: Using marijuana or THC oil		X <sup>7</sup>		®		
BESO7b	Drugs: Using Schedule I/II <a href="#">controlled substances</a> (including cocaine, ecstasy, LSD, and <a href="#">synthetic marijuana, etc.</a> )			X	X	X	
BESO7c	Drugs: Using <a href="#">inhalants</a>		X <sup>7</sup>		®		
BESO7d	Drugs: Using unauthorized prescription medications			X <sup>8</sup>	®	X <sup>10</sup>	
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	<a href="#">Gang</a> -Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in <a href="#">§18.2-46</a> <sup>11</sup>		X	X	X		
BESO11	<a href="#">Hazing</a> as defined in <a href="#">§18.2-56</a> and noted in <a href="#">§ 22.1-279.6</a>					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 is a 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 <a href="#">threat</a>		*	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 <a href="#">§16.1-260</a> (G)						

<sup>10</sup> 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.

<sup>11</sup> Students engaging in gang-related activities should be referred to the Office of Student Safety and Wellness for additional resources.

± The Discipline Matrix Key can be found on page 21 of this document.

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	Page #
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 <a href="#">Possession</a> of a Handgun					X	
PD12	Illegal <a href="#">Possession</a> of Rifle or Shotgun					X	
PD13	Illegal <a href="#">Possession</a> of Any Other Projectile Weapon					X	
PD14	Illegal <a href="#">Possession</a> of a Bomb					X	
PD15	Illegal Possession of Other Firearms; firebombs, explosive materials or devices, hoax explosive devices per <a href="#">§18.2-85</a> , or explosive incendiary devices, as defined in <a href="#">§18.2-433.1</a> , or chemical bombs per <a href="#">§18.2-87.1</a>					X	
PD16	Illegal <a href="#">Possession</a> of Controlled Drugs and Substances with Intent to Distribute or Sell ( <a href="#">Marijuana</a> )					X	
PD16a	Illegal <a href="#">Possession</a> of Controlled Drugs and Substances with Intent to Distribute or Sell (Schedule I/II)					X	
PD16b	Illegal <a href="#">Possession</a> of Controlled Drugs and Substances with Intent to Distribute or Sell (Schedule III-VI)					X	
PD16c	<a href="#">Distributing controlled substances</a> , prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) ( <a href="#">Marijuana</a> , THC oil)					X	
PD16d	<a href="#">Distributing controlled substances</a> , prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Schedule I/II)					X	
PD16e	<a href="#">Distributing controlled substances</a> , prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Schedule III-VI)					X	

± The Discipline Matrix Key can be found on page 21 of this document.

SBAR Code	Title IX Sex Discrimination	Level 1	Level 2	Level 3	Level 4	Level 5	Regulation
	<p>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&amp;R.</p> <p>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.</p> <p><b>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.</b></p>						
BSC8e	Hostile Environment Harassment					TIX	<u>2118</u>
BSC8h	Dating Violence					TIX	<u>2118</u>
BSC8i	Domestic Violence					TIX	<u>2118</u>
BSC8j	Retaliation (related to reporting Sex Discrimination)					TIX	<u>2118</u>
BSC21	Stalking					TIX	<u>2118</u>
PD3	Sexual Assault (Rape, Sodomy, Fondling, Sexual Assault with an Object, Incest, Statutory Rape)					TIX	<u>2118</u>
PD4	Attempted Rape and/or Sodomy					TIX	<u>2118</u>
PD10	Aggravated Sexual Battery on a Student					TIX	<u>2118</u>

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



Level	Responses:
3	<p><b>Level 3 Responses</b> 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><b>Interventions and Supports (in addition to Levels 1 and 2 options):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Restorative Justice conference</a></li> <li>• 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)</li> <li>• Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP)</li> <li>• Referral to behavioral support group</li> <li>• Referral for community-based services</li> <li>• Risk assessment as indicated by the behavior</li> <li>• Invitation for <a href="#">parent/guardian</a> to visit/consider alternative education programs</li> <li>• Referral to local screening committee to determine need for assessment for special education or 504 eligibility</li> <li>• Referral to individualized education program (IEP) team</li> </ul> <p><b>Sanctions (in addition to Levels 1 and 2 options):</b></p> <ul style="list-style-type: none"> <li>• Temporary removal from <a href="#">student activities</a> for 7-14 calendar days</li> <li>• In-school suspension (up to five school days) with behavioral instruction and academic support</li> <li>• Short-term out-of-school suspension (up to two school days) with restorative circle or administrator conference upon return</li> <li>• Referral to law enforcement where required</li> </ul>
4	<p><b>Level 4 Responses</b> include targeted individualized interventions and customarily result in school-based disciplinary action; however, the principal may make a <a href="#">referral to the Division Superintendent</a> for these violations. A <a href="#">referral to the Division Superintendent</a> may result in a number of different responses based on circumstances and rarely results in an <a href="#">expulsion</a>.</p>
	<p><b>Interventions and Supports (in addition to Levels 1–3 options):</b></p> <ul style="list-style-type: none"> <li>• Restitution via written contract</li> <li>• Risk assessment as indicated by the behavior</li> <li>• 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 <a href="#">referral to the Division Superintendent</a>, IEP team should conduct an FBA and/or BIP</li> </ul> <p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Request an IEP meeting to consider whether supports and/or services are needed</li> <li>• 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</li> </ul>

Level	Responses:
	<p><b>Sanctions:</b></p> <ul style="list-style-type: none"> <li>• Temporary removal from <a href="#">student activities</a> for 14-21 calendar days</li> <li>• 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 <a href="#">referral to the Division Superintendent</a>, in which case the principal may suspend for up to ten school days) with restorative circle or administrator conference upon return</li> <li>• <a href="#">Referral to the Division Superintendent</a></li> <li>• Referral to law enforcement as required</li> </ul>
5	<p><b>Level 5 responses</b> target behaviors for which the code of Virginia or School Board policy mandate a <a href="#">referral to the Division Superintendent</a>. 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 <a href="#">referral to the Division Superintendent</a> may result in a number of different responses based on circumstances and rarely results in an <a href="#">expulsion</a>.</p> <p><b>Required Interventions and Supports:</b></p> <ul style="list-style-type: none"> <li>• Referral to Out-of-School Support office to arrange academic support during suspension</li> <li>• 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</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• MDR, even if the student has not had ten days of suspension, because the consequence assigned may result in a change in placement</li> <li>• FBA or BIP</li> <li>• 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"> <li>• IEP team may also consider possible need for change to goals, accommodations, services, or placement on IEP</li> </ul> </li> </ul> <p><b>Required School-Based Administrative Responses to Level 5 Behaviors:</b></p> <ul style="list-style-type: none"> <li>• Referral to Division Superintendent</li> <li>• Risk assessment when indicated by the behavior</li> <li>• Referral to law enforcement as required</li> </ul>

#### 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 days<sup>12</sup> as outlined in this regulation. When issuing a disciplinary response for any act for which a student can be disciplined listed in Chapter II, the referring administrator shall enter the disciplinary incident into the Student Information System (SIS) and shall notify the parent by phone, text, or email within 24 hours of the occurring incident barring extenuating circumstances and in accordance with guidance through the Office of the Chief Equity Officer. 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,

---

<sup>12</sup> 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).

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 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: (intending to cause physical injury to another person)

- 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 assault~~ 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) ~~Assaulting another student or any other person (other than a staff member) without injury. In the event of an assault, the principal shall make a referral to one or more of the most appropriate interventions including, but not limited to, a restorative justice conference with a FCPS certified facilitator, a problem-solving conference with a counselor/social worker, a referral to the school-based Risk Prevention Team to determine appropriateness for further risk assessment in accordance with Regulation 2111 and/or a referral to the MTSS school support team. 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).<sup>13</sup>

- b. For students in grades 7-12, physically assaulting a staff member causing injury is considered assault and battery which 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.

<sup>13</sup> 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.

2. Assault and Battery: (causing physical injury to another person or staff member)

- 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) Any involvement in a group assault and battery. Any collection or group of students assembled with the intention of committing an assault constitutes a group. Each and every student who is a part of a group shall be held directly responsible for any assault committed by one or more members of the group.
  - (2) Assault and battery upon another student or any other person (other than a staff member) causing injury.
  - (3) Assault and Battery upon a staff member
  - (4) Improper touching of another person (whether or not consensual) (see footnote 13).
- b. For students in grades K-6, an assault and battery upon a staff member 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. For students in grades 7-12, assault and battery upon a staff member shall result in a referral to the Division Superintendent and the principal may suspend for up to ten days.
- d. In the event of an assault and battery, the principal shall make a referral to one or more of the most appropriate interventions including, but not limited to, a restorative justice conference with an FCPS facilitator, a problem-solving conference with a counselor/social worker, or a referral to the school-based Risk Prevention Team to determine appropriateness for further risk assessment in accordance with Regulation 2111 and/or a referral to the MTSS school support team.

b.3. Hazing

- a. 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.

2.4. Disruptive Behavior

Disruptive behavior often interferes with student learning and school operations. For 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 fighting<sup>14</sup>, 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.<sup>14</sup>
- (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.

---

<sup>14</sup> 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.<sup>13</sup>
  - (2) [Bullying](#)<sup>15</sup> on any basis.
  - (3) Discriminatory harassment<sup>13</sup> (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](#)<sup>13</sup> (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.

### [3.5](#). Alcohol, Tobacco, and Other Drug Violations (including Vaping of Any Flavored (Non-Nicotine), Nicotine, or Non-THC Substance)

---

<sup>15</sup> 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 violations<sup>16</sup> 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.

---

<sup>16</sup> 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 violations<sup>15</sup> 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 violations<sup>16</sup> 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.

#### 4.6. 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).

#### [5.7. 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 shall require result in a suspension suspension~~ for up to ten days, ~~unless the referring administrator determines the student's age, background, intent, previous infractions, disability status, and/or other circumstances should not warrant a suspension,~~ 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. ~~The principal shall make a referral to the school-based Risk Prevention Team to determine appropriateness for further risk assessment in accordance with Regulation 2111 and other appropriate intervention as designated by the referring administrator.~~ 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](#) ~~shall suspend for up to ten days, unless the referring administrator determines the student's age, background, intent, previous infractions, disability status, and/or other circumstances should not warrant a suspension. may suspend for up to ten days.~~ [The principal shall make a referral to the school-based Risk Prevention Team to determine appropriateness for further risk assessment in accordance with Regulation 2111 and any other appropriate intervention as designated by the referring administrator.](#)

[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](#) ~~shall~~ may suspend for up to ten days, unless the referring administrator determines the student's age, background, intent, previous infractions, disability status, and/or other circumstances should not warrant a suspension. The principal shall make a referral to the school-based Risk Prevention Team to determine appropriateness for further risk assessment in accordance with Regulation 2111 and any other appropriate intervention as designated by the referring administrator.

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 policy<sup>17</sup> 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

<sup>17</sup> FCPS' own policy on weapons is authorized by the Code of Virginia, including [Section 22.1-277.07:1](#).

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 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)<sup>18</sup> 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

---

<sup>18</sup> For information only, the full SRO MOU can be found at <https://www.fcps.edu/node/36886>.

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

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.<sup>19</sup>
  - (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 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

---

<sup>19</sup> 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.

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](#))<sup>20</sup>.

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 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](#)).<sup>21</sup>
- 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.

---

<sup>20</sup> See Definition of Long-Term Suspension in Glossary of [Regulation 2601](#)

<sup>21</sup> 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.

- 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 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 Suspension](#)s (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.
<u>Additional Consequences</u>	<u>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 some of the ongoing consequences that may be assigned.</u>
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.
<u>Alternative Education Programs</u>	<u>A student may be referred to a nontraditional FCPS program that provides intensive supports to students with behavioral</u>



and academic difficulties or has 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.

Assault

Intending to cause physical injury to another person. An act, criminal or tortious, that threatens physical harm to a person, whether or not actual harm is done.

Assault and Battery

Causing physical injury to another person other than a staff member.

Bell to Bell

After the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the school day. "Bell to bell" includes lunch and in between classes.

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 <u>&amp; Tobacco</u> 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 <u>tobacco products, electronic cigarette products, or</u> a controlled substance. ( <a href="#">Code of Virginia, Section 18.2-265.1</a> )
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.
<u>Force</u>	<p><u>Any physical action used to compel, restrain, or harm another person or damage property, including but not limited to: (1) physical contact – any intentional touching that is aggressive, threatening, or harmful, such as hitting, kicking, pushing, shoving, grabbing, or retraining; (2) use of objects – using any object to hit, throw at, or otherwise harm another person or to damage property; (3) threats of physical harm – any verbal or non-verbal communication that conveys a credible intent to inflict physical harm; (4) restraint – physically limiting another person’s freedom of movement without lawful justification.</u></p> <p><u>Accidental contact or contact that is a normal part of a school activity (e.g., physical education, sports) is not considered “force” unless it exceeds the normal expectations of that activity.</u></p>

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.
<u>Group Assault</u>	<u>A group intending to cause physical injury to another person. 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.</u>
Hate Speech	Any form of expression, <u>including symbols</u> , 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, <u>religion</u> , 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. ( <a href="#">Code of Virginia, Section 18.2-56</a> )
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.

Individualized Education Plan

A written plan for every student receiving special education services that contain information such as the student's special learning needs and the special education services required by the student.

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.

Intent

A conscious and deliberate purpose to engage in a specific action or to achieve a particular result. Intent may be established through direct evidence, such as a student's own statements, or inferred from circumstantial evidence, such as the student's actions and the surrounding circumstances. Factors including but not limited to a student's age, developmental level, and any diagnosed cognitive or emotional impairments will be considered when determining intent.

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.
<u>Progressive Discipline</u>	<u>A structured approach to supporting student behavior that uses escalating interventions and sanctions to promote positive discipline experiences and outcomes.</u>
Reassignment	The disciplinary decision that requires a student to attend another school or an alternative education program, or both, pursuant to <a href="#">Virginia Code 22.1-277</a> .
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 <a href="#">short-term suspension</a> . 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 <a href="#">long-term suspension</a> , 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.

<u>Region(s)</u>	<u>A collection of schools within FCPS with an assigned assistant superintendent and executive principals to serve as oversight. Concerns that have not been resolved with the school principal may be referred to the appropriate region office.</u>
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. <u>Restorative justice conferences are voluntary, may only be facilitated by FCPS certified facilitators, and must be conducted in accordance with protocols set forth by the Office of the Chief Equity Officer.</u>
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 <a href="#">Regulation 2118</a> .
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.
<u>Smart Devices</u>	<u>An electronic device that can connect to the internet or other networks that can perform tasks beyond its basic functionality. Examples include but are not limited to cell phones, smart watches, wearable fitness trackers, and their accessories, such as earbuds and headphones.</u>
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 object, device, substance, or instrument that is used, intended to be used, or could reasonably be perceived as capable of causing bodily harm, intimidation, or property damage.

This includes, but is not limited to: A) statutory weapons, specifically, 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, 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, a pneumatic gun, as defined in Section 15.2-915.4 of the Code of Virginia, including BB gun, paintball gun, or pellet gun, 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, and a firearm muffler or firearm silencer; B) knives and blades, such as any knife with a blade length of three inches or more, any knife with a blade

length of less than three inches (other than a switchblade knife), machetes, and switchblades (regardless of length), and, C) other weapons such as 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 function as) a statutory weapon, such as an imitation handgun. This does not include water guns and toy guns, consider using BSO9 for toys. 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.(see pages XXXX for provisions related to weapons)

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:

<a href="#">Policy 1352</a>	<a href="#">Pledge of Allegiance to the Flag</a>
<a href="#">Policy 1365</a>	<a href="#">Distribution of Materials</a>
<a href="#">Policy 1450</a>	<a href="#">Nondiscrimination</a>
<a href="#">Policy 2601</a>	<a href="#">Rights and Responsibilities of Students</a>
<a href="#">Policy 2611</a>	<a href="#">Procedures for Hearings and Appeals to School Board</a>
<a href="#">Policy 2613</a>	<a href="#">Student Dress Code</a>
<a href="#">Policy 2701</a>	<a href="#">Student Personal Data</a>
<a href="#">Regulation 1367</a>	<a href="#">Distribution of Fliers or Other Informational Materials, Nonprofit Organizations' Access, and Procedures for Contests and Competitions</a>
<a href="#">Regulation 2102</a>	<a href="#">First Aid, Emergency Treatment, and Administration of Medications for Students</a>
<a href="#">Regulation 2111</a>	<a href="#">Procedures for Conducting a Risk Assessment</a>
<a href="#">Regulation 2118</a>	<a href="#">Title IX: Sex Discrimination by Students</a>
<a href="#">Regulation 2150</a>	<a href="#">Prevention of Alcohol and Other Drug Use by Students</a>
<a href="#">Regulation 2152</a>	<a href="#">Tobacco and Smoking Device Violations by Students</a>
<a href="#">Regulation 2234</a>	<a href="#">Student Absences and Attendance Regulations</a>
<a href="#">Regulation 2602</a>	<a href="#">Acts for Which Students May be Disciplined, Disciplinary Procedures and Interventions</a>
<a href="#">Regulation 2603</a>	<a href="#">Gender-Expansive and Transgender Students</a>
<a href="#">Regulation 2604</a>	<a href="#">Rights of Adult Students</a>
<a href="#">Regulation 2606</a>	<a href="#">Teacher Removal of Students From Classes</a>
<a href="#">Regulation 2612</a>	<a href="#">Regulations and Procedures Governing Freedom of Expression by Students</a>

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