Student Rights & Responsibilities (SR&R)

School Board Work Session
March 3, 2026

Dr. Nardos King,
Chief Equity Officer

Tara Hewan,
Executive Director, Equity & Student Relations

Dionna Y. Shinn, Esq.,
Senior Manager II, Equity & Student Conduct

Target Outcomes for Today's Session

In accordance with Virginia's *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension* (June 2021), today's session is intended to present changes to the SY25-26 Student Rights and Responsibilities regulation ("SR&R") and to achieve the following desired outcomes:

1. **Review and seek approval of proposed changes and recommendations.**
2. **Determine alignment between School Board and staff around community engagement feedback.**

The FCPS Strategic Plan

Reviewing and ensuring the consistent implementation of the Student Rights & Responsibilities (SR&R) supports the Fairfax County Public Schools (FCPS) Strategic Plan, specifically:

- **Goal 2: Safe, Supported, and Included Environments**

- **Goal 3: Academic Growth and Excellence**

SR&R Annual Review Process

Virginia's *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension* (June 2021) requires that school board policy provide for the systematic review and updating of existing policies, related regulations, and student conduct standards on an annual basis.

As such, FCPS reviews its conduct standards, Students' Rights and Responsibilities (SR&R), on an annual basis and meets with the school board to ensure alignment on any state-mandated changes and staff recommended changes.

During the annual review of the SR&R staff:
• Cross reference discipline-related legislative updates
• Make requisite revisions to the SR&R
• Provide multiple opportunities for community engagement relative to proposed revisions.

Community Engagement

Community Engagement this year included the following:
• Participated in School Board 2x2 sessions
• Presented SR&R proposed changes at each principal association meeting and collected feedback
• Hosted a SR&R proposed changes workshop for principals
• Presented SR&R proposed changes to ACSD and collected feedback
• Hosted virtual sessions for administrators to ask questions about the proposed SR&R changes
• Launched a division-wide survey of the proposed SR&R changes for parent/caregivers, staff, and students

Framework for These Revisions

- To support Goals 2 and 3 of the FCPS Strategic Plan by continuing to ensure consistent disciplinary practices across the division, reinforcing safe, supported, empowered, and included learning environments where all students can achieve academic growth and excellence.
- Provide clearer guidance on frequent and complex topics, including but not limited to, consistent application of discipline and behavior and wellness interventions.

Proposed SR&R Changes

Establishment of Universal Grade Matrices
Access to accommodations for multilingual learner (MLs) ELP 1-4 when collecting student statements.
Extended Requirements for In-School Suspension of Students With Disabilities

Change #1: Universal Grade Matrices

Core Change #1: Establishment of Universal Grade Matrices.

- Standardize discipline responses for behavior incidents
- Provide sanctions
- Provide Interventions
- Required Administrative Actions

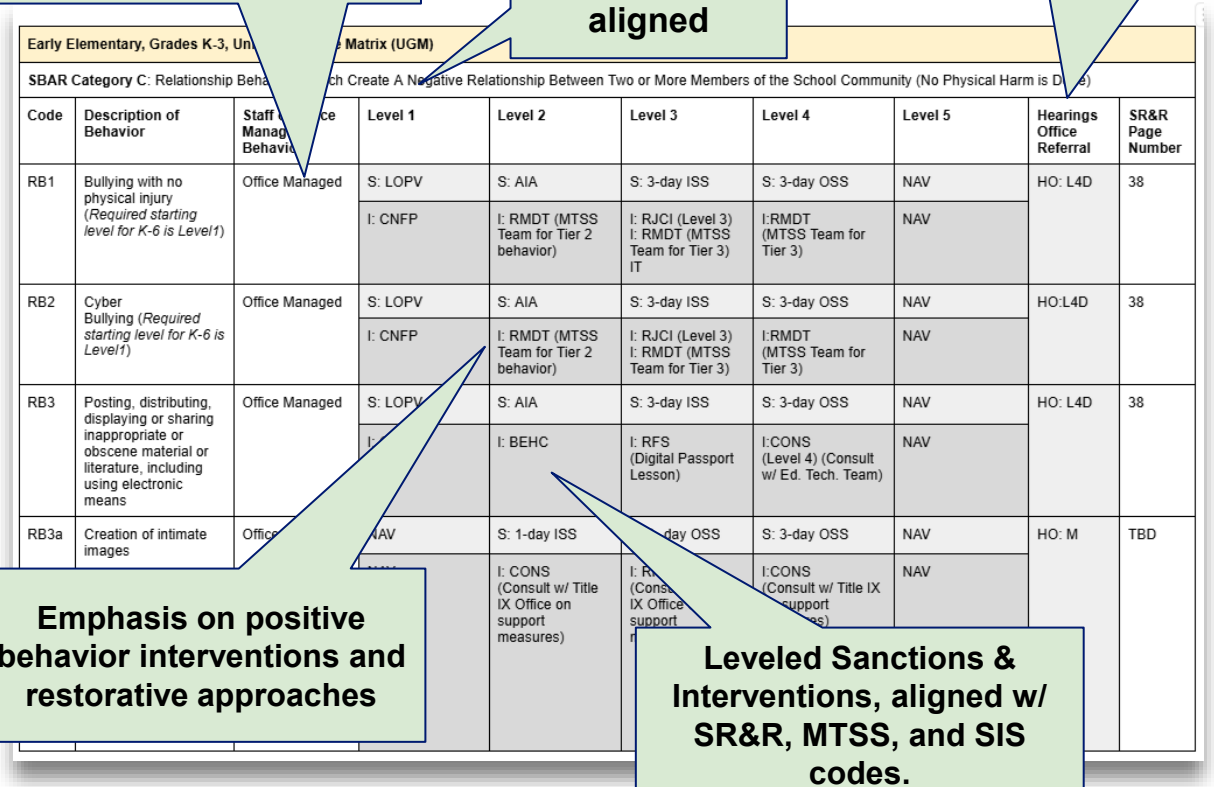
Phased Roll-Out:

- **SY26-27:** Category C & D
- **SY27-28:** Category A & B
- **SY28-29:** Category E & F

Staff v. Office Managed

Grade-level aligned

Indication of Division Superintendent Referral



Early Elementary, Grades K-3, Un... Matrix (UGM)

SBAR Category C: Relationship Beha... ch Create A Negative Relationship Between Two or More Members of the School Community (No Physical Harm is D...e)

Code	Description of Behavior	Staff ... ce Manag... Behavi...	Level 1	Level 2	Level 3	Level 4	Level 5	Hearings Office Referral	SR&R Page Number
RB1	Bullying with no physical injury (*Required starting level for K-6 is Level1*)	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	38
			I: CNFP	I: RMDT (MTSS Team for Tier 2 behavior)	I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3) IT	I:RMDT (MTSS Team for Tier 3)	NAV		
RB2	Cyber Bullying (*Required starting level for K-6 is Level1*)	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO:L4D	38
			I: CNFP	I: RMDT (MTSS Team for Tier 2 behavior)	I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3)	I:RMDT (MTSS Team for Tier 3)	NAV		
RB3	Posting, distributing, displaying or sharing inappropriate or obscene material or literature, including using electronic means	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	38
			I: ...	I: BEHC	I: RFS (Digital Passport Lesson)	I:CONS (Level 4) (Consult w/ Ed. Tech. Team)	NAV		
RB3a	Creation of intimate images	Office...	...NAV	S: 1-day ISS	...day OSS	S: 3-day OSS	NAV	HO: M	TBD
			...	I: CONS (Consult w/ Title IX Office on support measures)	I: R... (Consu... IX Office... support ...	I:CONS (Consult w/ Title IX ... support ...es)	NAV		

Emphasis on positive behavior interventions and restorative approaches

Leveled Sanctions & Interventions, aligned w/ SR&R, MTSS, and SIS codes.

Change #1: Universal Matrices

- Levels correspond to severity/impact. Exception drug offenses. Emphasis on behavior interventions and restorative approaches at all levels.
- Provided detailed guidance to help administrators determine violation levels, including:
  - A definition for severity
  - A definition for impact
  - A chart outlining levels by severity and impact
- Clarified that administrators shall determine disciplinary levels based on severity/impact and may go outside the matrix only based on already established SR&R factors.
- Added guidance that administrators may code up to four SBAR codes (VDOE limit).
  - The first listed offense must be the most severe and include a UGM sanction and leveled UGM intervention;
  - Any additional codes must receive only the UGM-leveled intervention from the same level as the selected sanction level.

Description of Violation Levels

	Severity	Impact	Responses & Learning Emphasis
Level 1	Behaviors are less severe in nature and typically represent a first-time or infrequent occurrence.	Impact on the student, others, or the school environment is minimal.	Responses are intended to prevent further behavioral issues while keeping the student in school and center on supporting staff in understanding student behavior, re-teaching school and classroom expectations, and preventing further issues.
Level 2	Behaviors are moderately severe in nature and typically represent repeated or escalating occurrences.	Impact on the student, others, or the school environment is moderate.	Responses are designed to prevent further behavior issues and keep the student in school and center on supporting staff in addressing recurring student behavior, reinforcing previously taught school and classroom expectations, and reducing the likelihood of further issues.
Level 3	Behaviors are more severe in nature and typically represent repeated, persistent, or more serious violations.	Impact on the student, others, or the school environment is significant.	Responses are designed to include more intensive interventions and center on supporting staff in correcting ongoing student behavior concerns, providing opportunities for students to practice and apply school and classroom expectations, and interrupting continued issues.
Level 4	Behaviors are highly severe in nature and typically represent serious violations or repeated failure to respond to prior interventions.	Impact on the student, others, or the school environment is substantial.	Responses are designed to include targeted individualized interventions and customarily result in school-based disciplinary action, and center on supporting staff in responding to serious student behavior concerns, re-establishing and maintaining school and classroom expectations following disruption, and preventing further issues that impact

UGM(s): Intervention Focused & Accountable

- Prioritize MTSS and Restorative behavior and wellness supports to ensure students receive the interventions they need. Reinforcing that all discipline incidents receive a leveled intervention, consistent with last year's SR&R revisions.
- Maintain developmentally appropriate accountability that is aligned with the current SR&R.
- Promote consistent responses across schools.

UGM Formatting Changes

- Header provided on each page of the UGM (i.e. category, level, etc.)

Secondary High School, Grades 9-12, Universal Grade Matrix (UGM)									
SBAR Category D: Behaviors of A Safety Concern (BSC) which create unsafe conditions for students, staff, and/or visitors to the school.									
Code	Description of Behavior	Staff or Office Managed Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Hearings Office Referral	SR&R Page Number

UGM Formatting Changes

- Removed administrative actions column to allow for easier navigation

Secondary High School, Grades 9-12, Universal Grade Matrix (UGM)									
SBAR Category D: Behaviors of A Safety Concern (BSC) which create unsafe conditions for students, staff, and/or visitors to the school.									
Code	Description of Behavior	Staff or Office Managed Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Hearings Office Referral	SR&R Page Number

UGM Formatting Changes

- Removed running tables. Each UGM table fits on the same page, clearly indicating sanctions and interventions.

Early Elementary, Grades K-3, Universal Grade Matrix (UGM)

SBAR Category C: Relationship Behaviors Which Create A Negative Relationship Between Two or More Members of the School Community (No Physical Harm is Done)

Code	Description of Behavior	Staff or Office Managed Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Hearings Office Referral	SR&R Page Number
RB1	Bullying with no physical injury (*Required starting level for K-6 is Level1*)	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	38
			I: CNFP	I: RMDT (MTSS Team for Tier 2 behavior)	I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3) IT	I:RMDT (MTSS Team for Tier 3)	NAV		
RB2	Cyber Bullying (*Required starting level for K-6 is Level1*)	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO:L4D	38
			I: CNFP	I: RMDT (MTSS Team for Tier 2 behavior)	I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3)	I:RMDT (MTSS Team for Tier 3)	NAV		
RB3	Posting, distributing, displaying or sharing inappropriate or obscene material or literature, including using electronic means	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	38
			I: CNFP	I: BEHC	I: RFS (Digital Passport Lesson)	I:CONS (Level 4) (Consult w/ Ed. Tech. Team)	NAV		
RB3a	Creation of intimate images	Office Managed	NAV	S: 1-day ISS	S: 1- day OSS	S: 3-day OSS	NAV	HO: M	TBD
			NAV	I: CONS (Consult w/ Title IX Office on support measures)	I: RFS (Consult w/ Title IX Office on support measures)	I:CONS (Consult w/ Title IX on support measures)	NAV		

Research: Universal Matrices

Virginia Districts	Out-of-State Districts
Most Virginia divisions use *broad ranges (e.g. warning-suspension)* discipline matrices with tiered intervention levels, but not necessarily grade-band-specific matrices. **Some divisions**, differentiate by grade span but this is less detailed than the universal grade matrices FCPS is proposing.	**Aligned with the state, most districts** use broad discipline ranges (e.g., warning → suspension) with lots of discretion. **Some districts** now define specific responses by behavior or grade level.

Research: Universal Matrices

FCPS

FCPS' proposal is to intentionally combine:

- Specific Behavior-Wellness Focused Responses, Aligned to Student Grade Levels & Student Accountability

- Together, these elements balance administrator discretion w/ accountability guidelines and frameworks to increase consistency across schools & ensure discipline is developmentally appropriate.
- This approach positions FCPS as a forward engineer in developing consistent, and developmentally responsive discipline practices.

Change #2: Interpretation & Language Accessibility for Student Statements

- Requires language support services for Multilingual Learners (ELP 1–4) when collecting verbal or written student statements.
- Defines language support services as the provision of a translated student notification statement, issued by the Office of the Chief Equity Officer and administered to students by school administrators.
- Provides the translated student notification statement in the student's requested language, stating the alleged violation and that participation in providing a verbal or written statement is voluntary.
- Does not require a student statement for disciplinary action to proceed and does not modify or erode existing protections for students with disabilities.

Change #3: Extended Requirements for In-School Suspension for Students With Disabilities

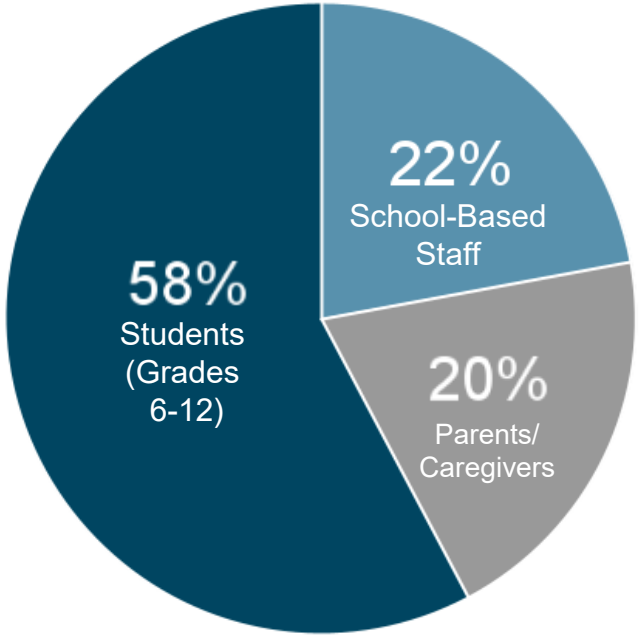
Extend the same protections related to out of school suspension for students with disabilities to in-school suspension of students with disabilities.

Community Survey Results

Who shared their perspective on the proposed changes?

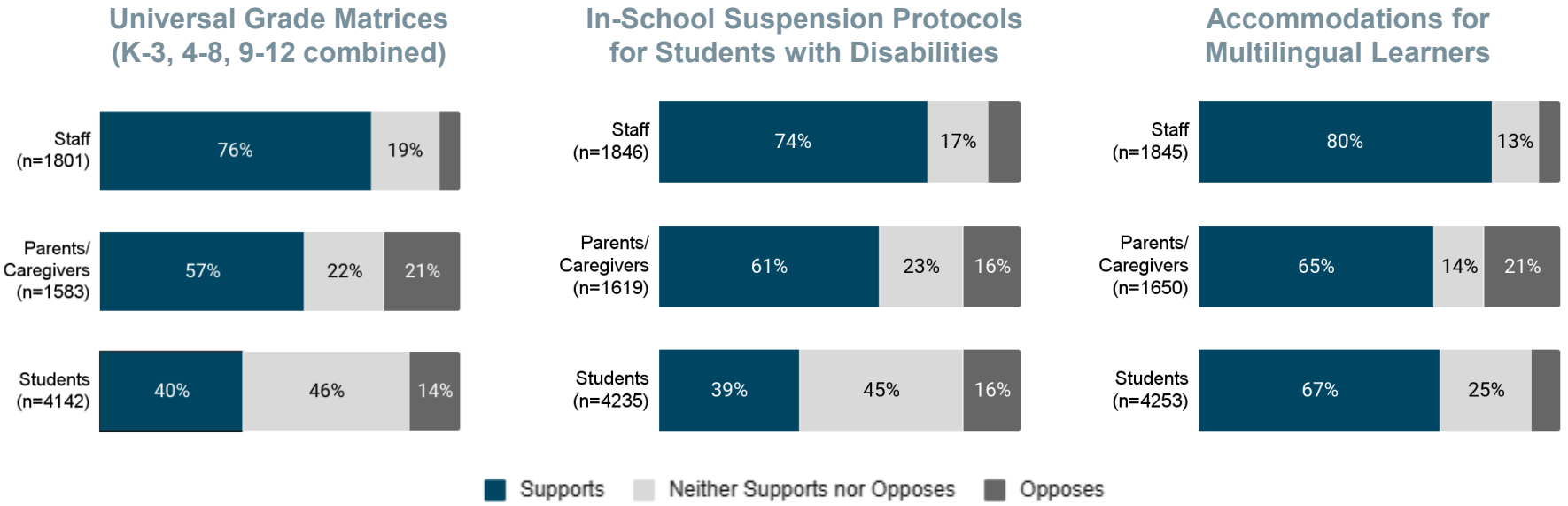
306,216
surveys sent

8,558
responses



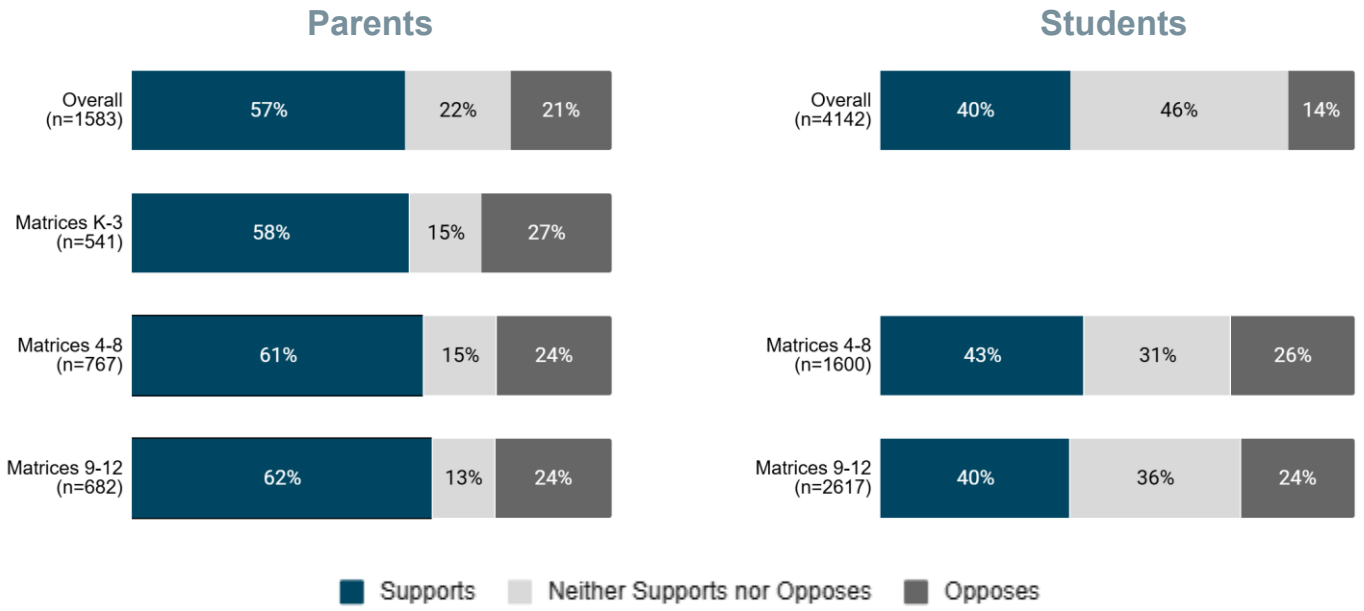
Community Survey Results

- **Staff** strongly support the proposed changes.
- Majorities of **parents/caregivers** support the proposed changes.
- **Students** are largely neutral.
- All show strongest support for accommodations for Multilingual Learners.



Community Survey Results

Ratings of matrices by reported grade levels:



Additional Changes: Establish Definition of Developmental Disability

- Adds a formal definition of “developmental disability,” aligned with Virginia Code § 37.2-100, to ensure clarity and consistency.
- Defines a developmental disability as a severe and chronic disability that begins before age 22, is expected to last throughout the person’s life, is caused by a physical or mental impairment (or combination), does not apply when the only diagnosis is a mental illness, and results in substantial limitations in three or more major life activities.
- Recognizes that children from birth through age 9 may also be considered to have a developmental disability if they have a significant developmental delay or medical condition likely to cause significant limitations later in life without early supports.
- In addition to the criteria above, a developmental disability may apply to students identified as having intellectual disabilities, autism, or any other disability under the Individuals with Disabilities Education Act that causes the student to require specially designed instruction and significant support in the areas of self-care, understanding, using or expressing language, mobility, decision-making, living independently, or work skills.

Additional Change: Regulation of the Creation & Distribution of Intimate Images

- Defines intimate images, including images that are real, altered, or digitally created.
- Defines creation as producing, generating, capturing, recording, adapting, editing, altering, or digitally generating such images; and distribution as sharing such images by any means.
- Requires submission of a Title IX consultation form on the same day, or no later than the next day (barring extenuating circumstances), law enforcement referral, adherence to Title IX Office direction prior to SR&R discipline, grade-level disciplinary responses, Division Superintendent referral, required intervention lesson, documentation, and written parent notification on the same day or no later than the next school day.
- Adds new SBAR codes: BSC8h – Distribution of Intimate Images and RB3a – Creation of Intimate Images.

Additional Change: Clarifying Hate Speech & Slurs Definition, Providing Intervention

- Establishes a dedicated SR&R section detailing hate speech and/or slurs related disciplinary procedures.

- Establishes a definition for slurs.

- Requires tiered interventions:
  Level 1 – Part I culturally responsive learning intervention;
  Level 2 – Part II culturally responsive learning intervention;
  Level 3 – MTSS Tier 3 referral;
  Level 4 – MTSS Tier 3 referral and school-based mental health support.

- Permits referral to the FCPS Restorative Justice Department (central office-based team) and requires issuance of a reportable standardized community letter.

Additional Change: Training Requirement Clarification

- Update training for all FCPS team members in the SR&R from bi-annual to annual to reflect division practice.
- Supports principals in delivery of SR&R instruction and clarifies their role in providing follow-up support, answering staff questions, and reinforcing expectations.
    - The Office of the Chief Equity Officer will continue to support principals with turnaround training for school-based staff through the annual Integrated Discipline Training for administrators.

Addressing Discipline Disproportionality

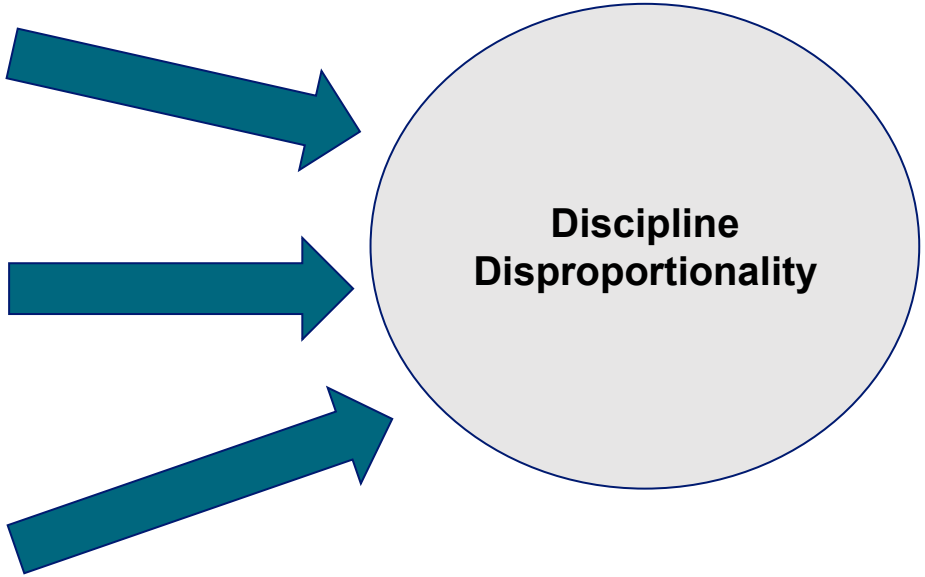
Limited, Consistent Use of Suspension



Policy, Practice, & People Alignment

Addressing Discipline Disproportionality

Policies	Set clear, consistent expectations for discipline.
Practices	Ensure consistent, supportive discipline responses and supports for every student.
People	Strengthen staff capacity in discipline implementation & monitoring, while expanding behavior, wellness, and restorative supports for students.



Pending Legislation (as of 2/22/2026)

Bill	Sponsor	Status
HB298: Restorative Practices	McQuinn	Passed in House, referred to Senate Committee on Education and Health
HB957: Public elementary & secondary schools; use 988 Suicide & Crisis Lifeline to address bullying, etc.	Guzman	Passed in House, referred to Senate Committee on Education and Health
SB108: Cell phone possession & use prohibition	Pekarsky	Passed in Senate, referred to House Committee on Education

Proposed Updated Cell Phone Matrix

Levels correspond to frequency of occurrence.

Aligned to all grade levels.

All Grade Levels K- ersal Grade Matrix (UGM) for Cell Phone Policy Violations

SBAR Category B: Bel elated to School Operations (BSO) that interfere with the daily operations of school procedures

Code	Description of Behavior	Staff or Office Managed Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Hearings Office Referral	SR&R Page Number
BSO 13a	Violation of Scho Board policy regarding cell pho e possession and/o use (*cell phone violations are determined based upon frequency and not severity/impact. Level 1= 1st offense, Level 2= 2nd offense, Level 3= 3rd offense, Level 4 = 4th offense, Level 5 = 5th offense and any subsequent offenses. Exclusionary sanctions are not provided for each level.*)	Office Managed	S: CPCF S: CPD1 I: CNFS I: CPCW	S: CPCF S: CPD2 S: 16SC I: CNFP I: BEHC I: RMDT (MTSS Team for Tier 2)	S: CPCF S: CPD3 S: 714C I: CNFP I: RMDT (MTS Team for Tier 3) I :RJCI (Level 3)	S: CPCF S: CPD3 S: 152C I: CNFP I: RMDT (MTSS am for Tier 3) ps,	S: CPCF S: CPD4 S: 152C I: CNFP I: RMDT (MTSS Team for Tier 3) I: RSS (counselor, sychologist,	NAV	16

Students demonstrating repeat violations of the cell phone policy, in addition to referral to the MTSS Site Intervention Team as noted abov e evaluated for participation in a Tier 2 Restorative Practice Cell Phone Intervention Group. Contact the Restorative Justice Department for assistance in crea of a Tier 2 group.

Progressive interventions ranging from behavior contracts, parental/caregiver involvement and MTSS & RJ referral.

Exclusionary sanctions not permitted. Sanctions include progressive confiscation, detention, and loss of privilege.

Students with 2-5 cell phone related referrals shall be evaluated for Tier 2 restorative practice intervention group.

Closing Reflection

The proposed SR&R changes…	Affirm our shared commitment to consistent disciplinary practice across the division
	Further strengthens clarity and coherence in how we respond to complex discipline matters
	Aligns policy, practice, and people in service of student well-being and success
	Advances Goal 2: Safe, Supported, Included, and Empowered and Goal 3: Academic Growth and Excellence