Regulation 2601. 40P
Chief Equity Office
Equity and Student Conduct
Effective xxxxxx

SPECIAL SERVICES

Student Rights and Responsibilities

Student Rights and Responsibilities Booklet

This regulation supersedes Regulation 2601.39P

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

- Updated guidance for Cell Phone possession and use to align with SB108
- Added new Cell Phone Discipline Matrix
- Added Universal Grade Matrix (UGM) for Category C and D and Guidelines and Instructions
- Added new glossary terms
    - Developmental Disability

- Derogatory
- In-School Suspension
- Out-of-School Suspension
- Slur

IV. SUMMARY OF CHANGES SINCE LAST PUBLICATION

- Section VII. Updated SR&R orientation training for school-based staff, transportation staff, and coaching staff to minimum of annual training. School-based staff training will be centralized, asynchronous and delivered through MyPDE.
- Chapter I. Section A. Clarifying language to note all issues concerning Sexual Harassment should be reported to the Coordinator, Title IX Office.
- Chapter I. Section N. Updated guidance for cell phone possession and use.
- Chapter II SBAR Code Chart, Category C: Added RB3a – Creation of Intimate Images and disciplinary responses
- Chapter II. SBAR Code Chart: Category D: Updated BSC4--Drugs: Violating School Board non-prescription (Over-the- Counter) medication policy (using, abusing, possessing, or distributing (where such distribution is other than for the purpose of abuse) any non-prescription drug.
- Chapter II. SBAR Code Chart, Category D: Added BSC4b– Drugs: Violating School Board non-prescription (over the counter) medication policy (using, abusing, possessing, or distributing (where such distribution is for the purpose of abuse) any non-prescription drug
- Chapter II. SBAR Code Chart: Category D: Updated BSC8f Discriminatory Harassment (includes harassing conduct): Gender Identity to clarify requirement to file Title IX Guardian Consult before discipline.
- Chapter II. SBAR Code Chart: Category D: Updated BSC8g: Discriminatory Harassment Sexual Orientation to clarify requirement to file Title IX Guardian consult before discipline.
- Chapter II. SBAR Code Chart: Category D: Added BSC8k – Distribution of Intimate Images and disciplinary responses
- Chapter II. SBAR Code Chart: Category D: Added BSC14a-- Fighting that results in injury as determined by the school administration
- Chapter II. SBAR Code Chart: Category D: Added BSC16a— Throwing an object that caused a disturbance, injury, or property damage
- Chapter II. SBAR Code Chart: Category D: Added BSC17a— Minor shoving, pushing, striking, or biting a student with visible injury
- Chapter II. SBAR Code Chart: Category D: Updated BSC19 Physical contact of a sexual nature: patting body parts, pinching, tugging clothing to clarify the requirement of a Title IX Guardian consult before discipline)
- Chapter II. SBAR Code Chart: Category D: Edited BSC27: Weapons to remove “pneumatic weapons”.
- Chapter II. SBAR Code Chart: Category D: Edited BSC27a: Possessing a machete, switchblade knife, or any other knife with a blade length of three inches or more to include “pneumatic weapons”.
- Chapter II. Added Universal Grade Matrix (UGM) Guidelines and Instructions and included footnote to note SY2026-27 will address Category C and D and provide timeline for future matrices.
- Chapter II. Added Universal Grade Matrices Discipline Responses for Category C and D.
- Footnote added to clarify referral and investigative process for incidents involving intimate

images.

- Chapter II. Added new Cell Phone Violation Matrix
- Chapter II. Updated level response chart to align with MTSS Interventions and include level 2 and 3 responses for students with disabilities.
- Chapter II. Section A. 7. Added subsection to address Hate Speech, Slurs, and Discriminatory Harassment Violations and related disciplinary procedures.
- Chapter II. Section A. 9. Added subsection to address Creation and/or Distribution of Intimate Images Violation
- Chapter II. Section C. 1. d. Update to require Language Support Services be available to multilingual learners to ensure the student can fully understand and participate in providing a verbal or written statement relating to a discipline violation.
- Chapter II. Section D. 2. Added Out-of-School Suspension guidelines
- Chapter II. Section D.3. Updated definition of short-term suspension, fewer than ten school days.
- Chapter II. Section D. 4. Updated definition of long-term suspension, more than ten school days.
- Chapter II. Section D.5. Added In-School Suspension
- Chapter II. Section D. 6. Added procedures for in-school suspension for students with disabilities for less than ten school days and more than ten school days.
- Chapter II. Section D. 7. Added formal definition of “developmental disabilities” to align with Virginia Code § 37.2-100.
- Glossary. Added definition of Developmental Disability
- Glossary. Added definition of Derogatory
- Glossary. Edited language in definition of Hate Speech to replace the word “group” with “person”.
- Glossary. Added definition of In-School Suspension
- Glossary. Added definition of Out-of-School Suspension
- Glossary. Updated definition of Sexual Misconduct to note physical conduct of a sexual nature constitutes “sexual harassment”.
- Glossary. Updated definition of Short-term Suspension to include denies school attendance “through an out-of-school suspension” for a period not to exceed ten days.
- Glossary. Added definition of Slur.

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 ORIENTATION

A. All principals receive annual professional development regarding changes to the Student Rights and Responsibilities (SR&R) regulation to include scenarios and discussions regarding behavioral incidences and responses to be considered proactively and reactively.

1. School-based administrators: Minimum of 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 & Discrimination, Discipline Data Entry, and turn-key professional development for SR&R training with school-based staff.

2. School-based staff: Minimum of annual training for school-based staff to review changes to the SR&R and to support response to a root cause(s) associated with school discipline. Training will be centralized, asynchronous and assigned through MyPDE. All principals[1] must provide follow-up support, answer staff questions, and reinforce expectations, paying special attention to any changes in the SR&R.

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 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, dispositions, 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 Sexual Harassment may be presented to the Title IX coordinator (titleixcoordinator@fcps.edu), (571-423-4074), 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[1], 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.

[1] 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[2]

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 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.

[2] 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.

If you have any questions or concerns about this right, you may contact the Office of the Ombuds at ombuds@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 Sexual Harassment.

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 harassment and/or discrimination. The tool is housed within the *Let's Talk* Platform and can be accessed by (a) launching application from Student desktops; or (b) link on FCPS Website.

I. Responsibility for Attendance

1. General

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

Student Absences and Attendance Regulations, provides additional details, including how school absences and tardies are treated.

2. Chronic Absence

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

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

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

3. Unexcused Absences

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

4. Five or More Unexcused Days of Absences

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

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

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

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

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

K. Responsibility for Dress Code

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

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

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

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

- Required attire.
- Optional attire.
- Prohibited attire and accessories.
- Dress code enforcement and community partner 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 use on school property from bell to bell. Such policies shall prohibit 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.

Cell phone or smart device possession and/or use policies shall 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; (iv) 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 before and after bell to bell, and during 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.

A. Cell Phone or Smart Device Possession and/or Use Before or After Bell to Bell: Schools shall implement age-appropriate and developmentally appropriate policies to regulate possession and use of cell phones and smart devices before or after bell to bell with the objective of reducing any distractions in or disruptions to the learning environment, including bullying and harassment.

B. Cell Phone or Smart Device Possession and/or Use on School Property Bell to Bell: Schools shall implement age-appropriate and developmentally appropriate policies to prohibit cell phone and smart device possession and use on school property from bell to bell

1. All Grade Levels: 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., smart glasses, airpods, earbuds, headsets, other items connected to the phone) are also to be off and personally stored (i.e., backpacks) for the duration of the school day: bell to bell. Watches that serve a dual purpose (e.g. smart watch) are to be off and personally stored (i.e., backpacks) for the duration of the school day: 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 or smart device possession or

use before or after bell to bell shall be regulated by school policies with the objective of reducing any distractions in or disruptions to the learning environment, including bullying and harassment.

C. Discipline of Students for Violation of Cell Phone Policies

No violation of any student cell phone and smart device possession and use policy shall alone constitute sufficient cause for a student's suspension or expulsion from attendance at school. Any violation of any such student cell phone and smart device possession and use policy that involves, coincides with, or results in a discipline violation, shall be addressed in accordance with this Regulation 2601, Student Rights & Responsibilities.

When disciplining a student violation of any student cell phone and smart device possession and use policy, administrators shall adhere to the cell phone universal grade matrix.

D. Responsibility Regarding Search and Seizure

a. 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.

b. 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.

c. 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.

d. Video and Audio Surveillance

Public areas of school property are subject to video and audio surveillance and recording.

E. 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 is 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, shall be paired with an intervention from the same level or an earlier

level as appropriate. 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.

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.

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 pages 30-32 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).

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

SBAR Code[3]	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	*	®		169
BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X	*	®		169
BAP3	Scholastic dishonesty (such as cheating, plagiarism)	X	X	*	®		169
BAP4[4]	Unexcused tardiness to class	X	X				12
BAP5[5]	Unexcused tardiness to school	X	X				12

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	*	®		169
BSO2	Giving false information to staff; misrepresentation	X	X	X	®		169
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X	®		169
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X	X	®		169
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X	®		200
BSO7	Dress Code Violation (see Regulation 2613)	X	X	*			14
BSO8	Gambling (games of chance for money or profit)	X	X	*	®		169
BSO9	Possessing items that are inappropriate for school, but do not endanger others (examples include toys, literature, electronics)	X	X	*	®		169
BSO10	Possession of stolen items, other than prescription medication	X	X	X	®		
BSO11	Unauthorized use of school electronic or other equipment	X	X	*	®		170
BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X	X	®		170
BSO13	Violation of School Board policy regarding the possession or use of portable communication devices	X					16
BSO13a[5]	Violation of above with regard to cell phone possession or use	X					16
BSO14	Vandalism, graffiti, or other damage to school or personal property	X	X	X	*		179
BSO15[5]	Student is not going to class as assigned	X	X				13
BSO16[5]	Student is in an unauthorized area of the campus (NOT related to school or class attendance/nonattendance)	X	X				179

[3] SBAR Codes are the student disciplinary reporting codes established by the Virginia Department of Education.
[4] Exclusionary dispositions (suspensions and expulsions) shall not be given for tardiness, attendance infractions, or cell phone infractions.
[5] These behaviors do not include Sexual Harassment 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)[5]	Level 1	Level 2	Level 3	Level 4	Level 5	Page #
RB1	Bullying with no physical injury	K-6	X	X	®		170
RB2	Cyberbullying	K-6	X	X	®		170
RB3	Posting, distributing, displaying, or sharing inappropriate or obscene material or literature, including using electronic means	X	X	X	*		170
RB3a	Creation of intimate images (must file Title IX Guardian consult before discipline)		X	X	X	X	184
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (must file Title IX Guardian consult before discipline)	X	X	X	*	X	170
RB5	Theft of money or property without physical force	X	X	X	®		179
RB6	Speaking to another in an uncivil, discourteous manner	X	X	X	®		169
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X	®		169
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)						169
RB8a	Swearing/cursing	X	X	X	®		169
RB8b	Hate speech	X	X	X	®		169
RB8c	Gang signs	X	X	X	®		170
RB8d	Gestures	X	X	X	®		169
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						169
RB9a	Using slurs based upon the actual or perceived race	K-6	X	X	®		169
RB9b	Using slurs based upon the actual or perceived ethnicity	K-6	X	X	®		169
RB9c	Using slurs based upon the actual or perceived color	K-6	X	X	®		169
RB9d	Using slurs based upon the actual or perceived national origin	K-6	X	X	®		169
RB9e	Using slurs based upon the actual or perceived citizenship/immigration status	K-6	X	X	®		169
RB9f	Using slurs based upon the actual or perceived weight	K-6	X	X	®		169
RB9g	Using slurs based upon the actual or perceived gender	K-6	X	X	®		169
RB9h	Using slurs based upon the actual or perceived gender identity (which includes, but is not limited to, malicious deadnaming or malicious misgendering)	K-6	X	X	®		169
RB9i	Using slurs based upon the actual or perceived gender expression	K-6	X	X	®		169
RB9j	Using slurs based upon the actual or perceived sexual orientation	K-6	X	X	®		169
RB9k	Using slurs based upon the actual or perceived religion	K-6	X	X	®		169
RB9l	Using slurs based upon the actual or perceived disability	K-6	X	X	®		169
RB10	Failure to respond to questions or requests by staff	X	X	X	®		169
RB11	Unwanted or improper physical contact -	X	X	X	*		167

± 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 #
BSC1	Alcohol: Possessing or using alcohol		X[6]	X	®		172
BSC1a	Alcohol: Under the influence of		X[7]	X	®		174
BSC2	Alcohol: Distributing alcohol to other students				X		174
BSC3	Drugs: Possessing drug paraphernalia		X	X	®		177
BSC4	Drugs: Violating School Board non-prescription (Over-the-Counter) medication policy (using, abusing, possessing, or distributing (where such distribution is other than for the purpose of abuse) any non-prescription drug	X	X	X	®/*		174
BSC4a	Drugs: Violating School Board imitation drug policy		X[7]		X		177
BSC4b	Drugs: Violating School Board non-prescription (Over the Counter) medication policy (using, abusing, possessing, or distributing (where such distribution is for the purpose of abuse) any non-prescription drug	X	X	X	®/*		174
BSC5	Tobacco: Possessing tobacco products		X	X	®		171
BSC5a	Tobacco: Using tobacco products		X	X	®		171
BSC5b	Tobacco: Distributing tobacco/electronic cigarette products		X	X	®		171
BSC5c	Tobacco: Possessing tobacco paraphernalia		X	X	®		171
BSC5d	Tobacco: Possessing electronic cigarettes		X	X	®		171
BSC5e	Tobacco: Using electronic cigarettes		X	X	®		171
BSC6	Bullying behavior without physical injury that continues after intervention. Bullying that leads to physical injury should be classified as Assault and Battery		X	X	X		170
BSC7	Cyberbullying that continues after intervention. Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences		X	X	X		170

[6] 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.

[7] 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		170
BSC8 a-d[6]	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		170
BSC8f	Discriminatory Harassment (includes harassing conduct): Gender Identity (must file Title IX Guardian consult before discipline)		X	X	X		170
BSC8g	Discriminatory Harassment (includes harassing conduct): Sexual Orientation (must file Title IX Guardian consult before discipline)		X	X	X		170
BSC8k[8]	Distribution of Intimate Images (must file Title IX Guardian consult before discipline)		X	X	X	X	184
BSC9	Bus: Distracting the bus driver	K-6	X	X	®		170
BSC10	Bus: Endangering the safety of others on the bus	K-6	X	X	®		170
BSC11	Fire Alarm: Falsely activating a fire or other disaster alarm	K-6	X	X	®		179
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X	®		179
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	X	X	X	®		170
BSC14	Fighting that results in no injury as determined by the school administration	X	X	X	®		169

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[8] For incidents involving the distribution of intimate images, the standard investigative requirement for hearings office referrals must not be completed by administrators, because the conduct may be Title IX. Submit a consultation to the Title IX office through Guardian.

BSC14a	Fighting that results in injury as determined by the school administration	X	X	X	®		169
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	K-6	X	X	*		169
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X	®		169
BSC16a	Throwing an object that caused a disturbance, injury, or property damage	X	X	X	®		169
BSC17	Minor shoving, pushing, striking, or biting a student with no visible injury	X	X	X	®		169
BSC17a	Minor shoving, pushing, striking, or biting a student with visible injury	X	X	X	®		169
BSC18[6]	Exposing body parts, lewd, or indecent public behavior	K-6	X	X	®		169
BSC19[6]	Physical contact of a sexual nature: patting body parts, pinching, tugging clothing[9] (must file Title IX Guardian consult before discipline)						169
BSC19a	Physical contact of a non-sexual nature: patting body parts, pinching, tugging clothing	X	X	X	®		169
BSC22	Theft of money or property using physical force (no weapon involved)		K-6	X	X		179
BSC24	Leaving school grounds without permission	X	X				179
BSC25	Trespassing	X	X	X	®		179
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another		X	X	®		183
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by §18.2-308.1 , to include blades less than three inches (This does not include water guns and toy guns; consider using BSO9 for toys.)		K-6	X	*		182 - 184
BSC27a	Possessing a machete, switchblade knife, or any other knife with a blade length of three inches or more and pneumatic weapons.					X	183

[9] Per Regulation 2118, this conduct is categorized as Title IX conduct. Submit a Guardian consultation form to the Title IX office

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		167
BESO1a	Group Assault: Intending to cause physical injury to another person	K-6	X	X	X		167
BESO1b	Group Assault and Battery: A group causing physical injury to another person	K-6	X	X	X		167
BESO2	Assault and Battery: Causing physical injury to another person other than a staff member		K-6	K-6	4-12		167
BESO2a	Assault and Battery: Causing physical injury to a staff member		K-6	K-6	4-6	7-12	167
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	®		169
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	K-6	X	X	X		169
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications						177 - 179
BESO5a	Drugs: Possessing marijuana or THC oil			X	®		175
BESO5b	Drugs: Possessing Schedule I/II drugs					X	177
BESO5c	Drugs: Possessing inhalants		X[7]	*	®	X[7]	177
BESO5d	Drugs: Possessing unauthorized prescription medications			X[8]	®	X[10]	175
BESO5e	Drugs: Possessing your own prescription medication (not including an inhaler or epi-pen)	X	X				175
BESO5f	Drugs: Possessing other drugs					X	177
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens, or unauthorized prescription medications[10]			X	®		177
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens, or unauthorized prescription medications.						177
BESO7a	Drugs: Using marijuana or THC oil		X[7]		®		175
BESO7b	Drugs: Using Schedule I/II controlled substances (including cocaine, ecstasy, LSD, and synthetic marijuana, etc.)			X	X	X	177
BESO7c	Drugs: Using inhalants		X[7]		®		177
BESO7d	Drugs: Using unauthorized prescription medications			X[8]	®	X[11]	175
BESO7e	Drugs: Using your own prescription medication (not including an inhaler or epi-pen)	X	X				175
BESO7f	Drugs: Using other drugs					X	177
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X		179

[10] 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.

[11] 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.

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 #
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46[12]		X	X	X		170
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6					X	169
BESO12	Threatening, intimidating, or instigating violence, injury, or harm to a staff member or members (not including written threats)		K-6	X	X		169
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		170
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		169
BESO14 a	Threatening, intimidating, or instigating violence, injury, or harm to another student(s) in writing	K-6	X	X	X		170
BESO15	Using an object not generally considered to be a weapon to threaten, intimidate, or attempt to injure school personnel					X	184
BESO16	Using an object not generally considered to be a weapon to threaten, intimidate, or attempt to injure student(s) or other(s)					X	184
BESO17	Bomb Threat: Making a bomb threat		*	X	X		179
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the Superintendent of the school division pursuant to §16.1-260(G)						200

[12] 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	186-187
PD2	Homicide-Other Weapon					X	
PD5	Use of a Bomb					X	
PD6	Assault with Firearm or Weapon					X	
PD7	Actual or Attempted Robbery					X	
PD8	Kidnapping/Abduction					X	
PD9	Malicious Wounding without a Weapon					X	
PD11	Illegal Possession of a Handgun					X	182
PD12	Illegal Possession of Rifle or Shotgun					X	182
PD13	Illegal Possession of Any Other Projectile Weapon					X	182
PD14	Illegal Possession of a Bomb					X	182
PD15	Illegal Possession of Other Firearms; firebombs, explosive materials or devices, hoax explosive devices per §18.2-85, or explosive incendiary devices, as defined in §18.2-433.1, or chemical bombs per §18.2-87.1					X	182
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (Marijuana)					X	178
PD16a	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (Schedule I/II)					X	178
PD16b	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (Schedule III-VI)					X	178
PD16c	Distributing controlled substances, prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Marijuana, THC oil)					X	178
PD16d	Distributing controlled substances, prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Schedule I/II)					X	178
PD16e	Distributing controlled substances, prescription medications, illegal drugs, or synthetic hallucinogens to another student(s) (Schedule III-VI)					X	178

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

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

The Universal Grade Matrices (UGM) can be found following this central discipline matrix. These matrices are designed to translate the central discipline matrix into a clear, unified guide for practice by corresponding specific responses, both interventions and sanctions, to each grade level. By connecting the central discipline matrix with targeted, grade-appropriate responses, the UGMs provide students, families, and administrators with a consistent roadmap for responding to behavioral incidents.[13]

[13] For the SY26–27 school year, these matrices specifically address Category C and D violations; matrices for all remaining categories will be developed and released on a phased three-year cycle concluding in SY28–29.

Universal Grade Matrices (UGM) Guidelines & Instructions

The Universal Grade Matrices (UGM) are grade-level expectations that outline leveled sanctions and interventions associated with specific SBAR categories and codes.

Guidelines for How Administrators Shall Determine the Appropriate Level at Which to Discipline Using the UGMs

The levels reflected in the Universal Grade Matrices (UGM) correspond to the:

a) severity of the behavior and/or
b) its impact on the student, other individuals, and/or the school environment.

Administrators shall determine the appropriate violation level based upon severity and impact. As an exception, drug offenses are determined based upon factors outlined in the SR&R, Regulation 2601.

Severity is determined by considering the nature of the behavior, the degree of harm caused, and/or the student's prior discipline related to the same or substantially similar behavior.

Impact is determined by, but 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.

Administrators are permitted to exercise discretion to select a level response and intervention that, in their judgement, is based upon the severity and impact of the violation within the totality of circumstances presented.

The following page defines each response level according to its severity and behavioral impact.

Description of Violation Levels by Severity & Impact

	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 safety or the learning environment.
Level 5	Behaviors are the most severe, typically represent significant safety concerns or repeated violations or failure to respond to multiple interventions.	Impact on the student, others, or the school environment is extensive.	Responses target behaviors for which the code of Virginia or School Board policy mandate a referral to the Division Superintendent. Interventions are intended to support the student during any related short-term removal from school, and to implement required protections for students with disabilities.

Instructions for Using the Universal Grade Matrix (UGM)

The following instructions establish the standardized procedure for using the Universal Grade Matrices (UGMs) to determine appropriate responses to behavioral incidents.

Step 1: Identify the Violation	**Step 2: Determine if the Behavior is Office v Staff Managed**	**Step 3: Identify the Violation Level**	**Step 4: Apply the Sanction & Intervention**	**Step 5: Record the incident in SIS**
Identify the SBAR category and code that best matches the student behavior	Staff Managed behaviors are indicated in the UGM. Consult the next page for guidance on strategies to address staff-managed behavior. If proceeding with staff managed behavior, do not complete the remaining steps. Record the incident in SIS as a minor referral. Students with 10 or more minor referrals shall be referred to the MTSS school site intervention team for solution seeking tiered intervention and considered for elevation to major discipline referral for subsequent incidents.	If the behavior is office managed (*as noted in the matrix or a subsequent minor referral after reaching more than 10 minor referrals*), identify the violation level based upon severity and impact. Use the Violation Level descriptions to help determine severity and impact. Students with 4-7 major office discipline referrals shall be referred to the MTSS school site intervention team for solution-seeking tiered intervention.	Apply the indicated sanction and intervention for the selected level.	All discipline incidents (minor and major) must be entered into SIS without exception and parents/guardians must receive notification of a discipline incident within 24 hours, barring extenuating circumstances
Use of the matrices does not limit, replace, or absolve the administrator's responsibility to adhere to all requirements and provisions set forth in this regulation and/or any other applicable regulations, including procedural safeguards, disciplinary guidelines, and protections afforded to any student under applicable law. Administrators must apply all SR&R disciplinary matrices in full compliance with federal and state requirements governing students with disabilities.				

Guidance on Staff v. Office Managed Behaviors & Discipline

Staff Managed: Staff managed behaviors are:

- Behaviors that are disruptive to the learning environment, that are minor in nature, that staff should be able to handle without the need for administrative intervention.

If behaviors meet this criterion, they should *first* be addressed through staff-managed classroom interventions and consequences. These classroom managed behaviors and the provided interventions and supports must be entered into the Student Information System (SIS). Staff seeking support with strategies to address minor behaviors are encouraged to reach out to their school-based MTSS Site Intervention Team.

Strategies to Address Minor Behavior Include, But Are Not Limited To:

- Specific Positive Feedback/Reinforcing Language (for On-Task Behavior)
- Proximity
- Planned ignoring
- Signal/Non-Verbal Cue
- Reminder/Verbal Prompt
- Re-teach
- Redirection/Redirecting Language
- Differentiate instruction
- Provide Choice
- Logical Consequences (i.e. Loss of Privilege, Reparation, or Positive Time Out/ Take a Break)
- Buddy Teacher/Time Out
- Conference with student
- Use Collaborative and Proactive Solutions approach
- Conference with student's parent and/or guardian when patterns and trends of behavior start to emerge (i.e. phone call, email, parent/teacher conference, etc.)

Office Managed: Office Managed behaviors are:

- Behaviors that are serious (major), present a safety risk to students, staff, or others, or repeated staff managed behaviors that persist despite ongoing teaching, re-teaching, and support.

These behaviors must be entered into the Student Information System (SIS). Schools noting students with 4-7 office discipline referrals (or 10 classroom managed minor referrals), must consult with their MTSS Site Intervention Team for Tier 2 or Tier 3 behavior interventions. Any resulting interventions must be documented in MTSS in SIS.

Guidelines for Coding Discipline Incidents in the Student Information System (SIS)

The following instructions outline the required procedures for documenting behavioral incidents within the Student Information System (SIS). These steps ensure that all incident coding aligns accurately with the responses and interventions established in the Universal Grade Matrices (UGMs).

A. 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 from the Office of the Chief Equity Officer.

B. Administrators are encouraged to code only the most severe violation. However, administrators may select up to four SBAR codes per discipline incident; no more than four codes are permitted.

C. If more than one SBAR code is entered, the most severe violation shall be coded first in SIS and shall receive both a leveled sanction and a leveled intervention.

D. Any additional SBAR codes shall only receive UGM interventions from the same level as the sanctioned level and may not receive additional sanctions.

E. All SBAR codes entered for an incident must receive a leveled intervention.

Universal Grade Matrix Key

The key below explains the terms used for each intervention or sanction listed in the matrix.

Interventions (I)	Sanctions (S)
AODI = Alcohol and Other Drug Intervention Program BEHC = Behavior Contract CNFP = Administrator/Parent-Guardian Conference CNFS = Administrator/Student Conference CONS = Consult With Other Professional CSRV = School or Community-Based Service PARN = Parental Notification RFS = Referral to FCPS Support RJCI = Restorative Justice – Circle * (*An asterisk* next to this intervention code indicates that the RJ referral must be made to a Central Office RJ Facilitator. If no *, referral can be facilitated by School Based Facilitator.*) RMDT = Referral to Multi-Disciplinary Intervention Team ROSS = Referral to Out-of-School Support RSS = Referral to Support Services THRA = Threat Assessment NAV= Not Available	ADET = Afternoon Detention AIA = Alternative Instructional Arrangement ISS = In-School Suspension LOPV = Loss of Privilege OSS = Out-of-School Suspension REST = Restitution 714A - 7-14 Days Suspension from Activities 152A = 15-21 Days Suspension from Activities HO: L2D = Discretionary Hearings Office Referral at Level 2 HO: L3D = Discretionary Hearings Office Referral at Level 3 HO: L4D = Discretionary Hearings Office Referral at Level 4 HO: M= Mandatory Hearings Office Referral at all levels HO: D = Discretionary Hearings Office Referral at all levels CPCF= Cell Phone Confiscation CPCW = Cell Phone Policy Corrective Warning CPD1 = Cell Phone Detention 1 Hour

	CPD2 = Cell Phone Detention 2 Hour CPD3 = Cell Phone Detention 3 hour CPD4 = Cell Phone Detention 4 hour 16SC = Cell Phone Loss of Privilege for 1-6 days 714C= Cell Phone Loss of Privilege for 7-14 days 152C = Cell Phone Loss of Privilege for 15-21 days NAV= Not Available

Restorative Justice Intervention

Restorative Justice can be used at all levels of discipline violation. 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.

Early Elementary Universal Matrices: Category C and D
Grade K-3

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 Level 1*)	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI* (Level 1)	S: AIA I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	S: 2-day ISS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
RB2	Cyber Bullying (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI* (Level 1)	S: AIA I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170

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**
RB3	Posting, distributing, displaying or sharing inappropriate or obscene material or literature, including using electronic means (*if sexual in nature, file Title IX consult before disciplining*)	Office Managed	S: LOPV I: PARN I: CNFP I: CONS (Title IX consult) I: RJCI* (Level 1)	S: AIA I: PARN I: BEHC I: CONS (Title IX consult) I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Digital Passport Lesson) I: CONS (Title IX consult) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CONS (Title IX consult) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
RB3a	Creation of intimate images (*file Title IX consult before disciplining*)	Office Managed	NAV NAV	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	S: 1- day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CNFP I: CONS (Title IX consult)	S: 3-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CNFP I: CONS (Title IX consult)	NAV NAV	HO: M[14]	184

[14] For incidents involving the creation of intimate images, the standard investigative requirement for Hearings Office referrals must not be completed by administrators, as the investigation is conducted exclusively by the Title IX Office.

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**
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (*file Title IX consult before disciplining*)	Office Managed	S: LOPV I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	S: AIA I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	S: 3-day ISS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: CONS (Title IX consult)	S: 3-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: CONS (Title IX consult)	NAV NAV	HO: L4D	170
RB5	Theft of money or property without physical force	Office Managed	S: ADET I: PARN I: CNFP I: REST (if relevant) I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: REST (if relevant) I: RJCI (Level 2)	S: 1-day ISS I: PARN I: RJCI* (Level 3) I: REST (if relevant)	S: 1-day OSS I: PARN I: RJCI* (Level 4) I: REST (if relevant)	NAV NAV	HO: L4D	179
RB6	Speaking to another in an uncivil, discourteous manner	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	S: 1-day ISS I: PARN I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 2-day ISS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

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**
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	Office Managed	S:ADET I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	S: 1-day ISS I: PARN I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 2-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	Office Managed	[redacted]						169
RB8a	Swearing/ cursing	Staff Managed-Level 1 Office Managed-Levels 2-4	S:ADET I: PARN I: CNFP	S: AIA I: PARN I: RMDT (MTSS Team for Tier 2 behavior)	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	S: 2-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	NAV NAV	HO:L4D	169

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**
RB8b	Hate speech	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO:L4D	169
RB8c	Gang signs	Office Managed	S:ADET I: PARN I: CNFP I: CONS (Consult w/ Office of Student Safety & Wellness)	S: AIA I: PARN I: BEHC I: CONS (Consult w/ Office of Student Safety & Wellness)	S: 3-day ISS I: PARN I: CONS (Consult w/ Office of Student Safety & Wellness)	S: 3-day OSS I: PARN I: CONS (Consult w/ Office of Student Safety & Wellness)	NAV NAV	HO: L4D	170

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**
RB8d	Gestures	Staff Managed	S: ADET I: PARN I: CNFP	S: AIA I: PARN I: RMDT (MTSS Team for Tier 2 behavior)	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	S: 1-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	NAV NAV	HO: L4D	169
RB9	Using slurs	Office Managed							169
RB9a	Using slurs based upon the actual or perceived race (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9b	Using slurs based upon the actual or perceived ethnicity (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9c	Using slurs based upon the actual or perceived color (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO:L4D	169

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**
RB9d	Using slurs based upon the actual or perceived national origin (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9e	Using slurs based upon the actual or perceived citizenship/ immigration status (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO:L4D	169

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**
RB9f	Using slurs based upon the actual or perceived weight (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO:L4D	169

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**
RB9g	Using slurs based upon the actual or perceived gender (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9h	Using slurs based upon the actual or perceived gender identity (which includes, but is not limited to, malicious deadnaming or malicious misgendering) (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9i	Using slurs based upon the actual or perceived gender expression (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9j	Using slurs based upon the actual or perceived sexual orientation (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9k	Using slurs based upon the actual or perceived religion (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB9I	Using slurs based upon the actual or perceived disability (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: AIA I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

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**
RB10	Failure to respond to questions or requests by staff	Office Managed	S: LOPV	S: AIA	S: 1-day ISS	S: 2-day OSS	NAV	HO:L4D	170
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	I: PARN I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		
RB11	Unwanted or improper physical contact	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: RJCI* (Level 1)	I: RJCI* (Level 2)	I: RJCI* (Level 3)	I: RJCI* (Level 4)	NAV		

Early Elementary, Grades K-3, 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**
BSC1	Alcohol: Possessing or Using alcohol (*Level 2 = 1st time offense. Levels 3 & 4 = 2nd or subsequent offense*)	Office Managed	NAV	S: 1- day ISS	S: 1- day ISS	S: 2-day OSS	NAV	HO: L2D HO: L3D HO: L4D (*see SR&R for qualifying HO criteria*)	172
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC1a	Alcohol: Under the influence of	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 1-day ISS	NAV	HO: L4D	174
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC2	Alcohol: Distributing alcohol to other students (*Administrator shall impose Level 4*)	Office Managed	NAV	NAV	NAV	3-day OSS	NAV	HO: L4D	174
			NAV	NAV	NAV	I: AODI	NAV		

Early Elementary, Grades K-3, 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**
BSC3	Drugs: Possessing drug paraphernalia	Office Managed	NAV	S: 1- day ISS S: 152A	S: 2- day ISS S: 152A	S: 3-day ISS S: 152A	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC4	Drugs: Violating School Board non-prescription (over the counter) medication policy (using, abusing, possessing, or distributing (where such distribution is other than for the purpose of abuse) any non prescription drug)	Office Managed	S: 1-day ISS	S: 1- day ISS	S: 1-day ISS	S: 2-day ISS	NAV	HO: L4D	174
			I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Early Elementary, Grades K-3, 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**
BSC4a	Drugs: Violating School Board imitation drug policy (*Level 2 = 1st time offense. Levels 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 2-day ISS S: 152A (*21 days imposed*)	NAV	3-day ISS S: 152A (*21 days imposed*)	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	NAV	I: PARN I: AODI	NAV		
BSC4b	Drugs: Violating School Board non-prescription (over the counter) medication policy (distributing any non-prescription drug for the purpose of abuse)	Office Managed	S: 1-day OSS	S: 1-day OSS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	174
			I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Early Elementary, Grades K-3, 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**
BSC5	Tobacco: Possessing tobacco products (*Level 2 = 1st time offense. Level 3 & 4 = 2nd or subsequent offense.)*	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC5a	Tobacco: Using tobacco products (*Level 2 = 1st time offense. Levels 3 & 4 = 2nd or subsequent offense.)*	Office Managed	NAV	S: AIA	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Early Elementary, Grades K-3, 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**
BSC5b	Tobacco: Distributing tobacco/ electronic cigarette products (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 1- day ISS	S: 1- day ISS	S: 1- day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC5c	Tobacco: Possessing tobacco paraphernalia (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Early Elementary, Grades K-3, 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**
BSC5d	Tobacco: Possessing electronic cigarettes (*Level 2 = 1st offense. Level 3 & 4 = 2nd or subsequent offense*.)	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC5e	Tobacco: Using electronic cigarettes (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense*.)	Office Managed	NAV	S: AIA	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Early Elementary, Grades K-3, 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**
BSC6	Bullying behavior without physical injury that continues ***after intervention***. Bullying that leads to physical injury should be classified as Assault and Battery.	Office Managed	NAV	S: 2- day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		
BSC7	Cyber bullying that continues ***after intervention.*** Cyberbullying that relates to a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.	Office Managed	NAV	S: 2-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

Early Elementary, Grades K-3, 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**
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment (incl. age, marital, & military status).	Office Managed	NAV	S: 2-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

Early Elementary, Grades K-3, 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**
BSC8 a-d[6]	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 identify or sexual orientation).	Office Managed	NAV	S: 2-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I:RSS (counselor, psychologist, social worker, behavior specialist referral. as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

Early Elementary, Grades K-3, 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**
BSC8f	Discriminatory Harassment (includes harassing conduct): Gender identity *(file Title IX consult before disciplining)*.	Office Managed	NAV	S: 2- day ISS	1-day OSS	2-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I: CONS (Title IX consult)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: CONS (Title IX consult)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: CONS (Title IX consult) I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

Early Elementary, Grades K-3, 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**
BSC8g	Discriminatory Harassment (includes harassing conduct): Sexual Orientation (I: CONS *(file Title IX consult before disciplining)*	Office Managed	NAV NAV	S: 2- day ISS I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I: CONS (Title IX consult)	1-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: CONS (Title IX consult)	2-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: CONS (Title IX consult) I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: D	170

Early Elementary, Grades K-3, 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**
BSC 8k[15]	Distribution of Intimate Images *(file Title IX Guardian consult before disciplining)*	Office Managed	NAV	S: 1-day ISS	S: 1- day OSS	S: 3-day OSS	NAV	HO: M	184
			NAV	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	NAV		
BSC9	Bus: distracting the bus driver (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV	S: AIA	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RJCI (Level 2)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV		

[15] For incidents involving the distribution of intimate images, the standard investigative requirement for hearings office referrals must not be completed by administrators, because the conduct may be Title IX. Submit a consultation to the Title IX office through Guardian.

Early Elementary, Grades K-3, 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**
BSC10	Bus: Endangering the safety of others on the bus (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: RJCI (Level 2)	S: 3-day ISS I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
BSC11	Fire Alarm: Falsely activating a fire or other disaster alarm (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: RJCI (Level 2)	S: 2-day ISS I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	179
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	Office Managed	S: LOPV I: PARN I: CNFP	S: AIA I: PARN I: BEHC	S: 2-day ISS I: PARN I: RFS (as appropriate)	S: 2-day OSS I: PARN I: RFS (as appropriate)	NAV NAV	HO: L4D	179

Early Elementary, Grades K-3, 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**
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 3-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
BSC14	Fighting that results in no injury as determined by the school administration	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 1-day OSS I: PARN I: BEHC I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Early Elementary, Grades K-3, 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**
BSC 14a	Fighting that results in injury as determined by the school administration	Office Managed	S: AIA I: PARN I: CNFP I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI* (Level 1)	S: AIA I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Early Elementary, Grades K-3, 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**
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI (Level 2)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 16a	Throwing an object that caused a disturbance, injury, or property damage	Office Managed	S: AIA I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI (Level 2)	S: 1-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Early Elementary, Grades K-3, 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**
BSC17	Minor shoving, pushing, striking, or biting a student with no visible injury	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: AIA I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 3- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 17a	Minor shoving, pushing, striking, or biting a student with visible injury	Office Managed	S: AIA I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI (Level 2)	S: 1-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Early Elementary, Grades K-3, 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**
BSC 18[6]	Exposing body parts, lewd, or indecent public behavior (*Required starting level for K-6 is Level 1. File consult with Title IX before disciplining.*)	Office Managed	S: LOPV I: PARN I: CNFP I: CONS (Title IX consult)	S: AIA I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CONS (Title IX consult)	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CONS (Title IX consult)	S: 2-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CONS (Title IX consult)	NAV NAV	HO: L4D	169
BSC 19[6]	Physical contact of a sexual nature, patting body parts, pinching, tugging clothing	Office Managed	Per Regulation 2118, this conduct is categorized as Title IX conduct. Must submit Title IX Guardian consult.					HO: M	169
BSC 19a	Physical contact of a non-sexual nature, patting body parts, pinching, tugging clothing	Office Managed	S: LOPV I: PARN I: RJCI (Level 1)	S: AIA I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: RJCI (Level 2)	S: 1-day ISS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: RJCI* (Level 3)	S: 2-day ISS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Early Elementary, Grades K-3, 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**
BSC22	Theft of money or property using physical force (no weapon involved) (*Required starting level for K-6 is Level 2*)	Office Managed	NAV	S: 1- day ISS	S: 3-day ISS	S: 2-day OSS	NAV	HO: L4D	179
			NAV	I: PARN I: BEHC I: RJCI* (Level 2) I: REST (if relevant)	I: PARN I: RJCI* (Level 3) I: REST (if relevant)	I: PARN I: RJCI* (Level 4) I: REST (if relevant)	NAV		
BSC24	Leaving school grounds without permission	Office Managed	S: LOPV	S: AIA	NAV	NAV	NAV	NAV	179
			I: PARN I: CNFP	I: PARN I: BEHC	NAV	NAV	NAV		
BSC25	Trespassing	Office Managed	S: LOPV	S: AIA	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	179
			I: PARN I: CNFP	I: PARN I: BEHC	I: PARN I: RFS (as appropriate)	I: PARN I: RFS (as appropriate)	NAV		
BSC26	Possessing dangerous instruments/ substances that could be used to inflict harm upon another	Office Managed	NAV	S: 1- day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	183
			NAV	I: PARN I: BEHC I: THRA	I: PARN I: RFS (as appropriate) I: THRA	I: PARN I: RFS (as appropriate) I: THRA	NAV		

Early Elementary, Grades K-3, 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**
BSC27	Weapons: possessing any weapon (other than a firearm) as defined by §18.2-308.1 to include blades less than three inches. (This does not include water guns and toy guns; consider using BSO9 for toys.) (*Required starting level for K-6 is Level 2*)	Office Managed	NAV	S: 1- day OSS	S: 2-day OSS	S: 3-day OSS	NAV	HO: D	182-184
			NAV	I: PARN I: RFS (School-Based Risk Prevention Team)	I: PARN I: RFS (School-Based Risk Prevention Team)	I: PARN I: RFS (School-Based Risk Prevention Team)	NAV		

Early Elementary, Grades K-3, 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**
BSC 27a	Possessing a machete, switchblade knife, or any other knife with a blade length of three inches or more and pneumatic weapons. (*Administrator shall provide a Level 5 suspension unless factors present in Section B. Possession or Use of Switchblades, Machetes, and Certain Other Knives apply.*)	Office Managed	NAV	NAV	NAV	NAV	S: 3-day OSS	HO: M	183
			NAV	NAV	NAV	NAV	I:PARN I:ROSS I:RFS (School-Based Risk Prevention Team		

Upper Elementary and MS Universal Grade Matrices-Category C and D
Grade 4-8

Upper Elementary & Middle School, Grades 4-8, 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**	**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 Level 1*)	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: CNFP I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
RB2	Cyberbullying (*Required starting level for K-6 is Level 1*)	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 1)	S: 3-day OSS I: PARN I: CNFP I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: CNFP I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior)	NAV NAV	HO: L4D	170

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB3	Posting, distributing, displaying or sharing inappropriate or obscene material or literature, including using electronic means (*if sexual in nature, file Title IX consult before disciplining*)	Office Managed	S: ADET I: PARN I: CNFP I: CONS (Title IX consult) I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: BEHC I: CONS (Title IX consult) I: RJCI* (Level 2)	S: 3-day ISS I: PARN I: RFS (Digital Passport (K-5) or Compass (6-8) Lesson) I: CONS (Title IX consult) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: CONS (Level 4) (Consult w/ Ed. Tech. Team) I: CONS (Title IX consult) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB3a	Creation of Intimate Images (*file Title IX consult before disciplining*)	Office Managed	NAV	S: 1-day ISS	S: 2-day OSS	S: 4-day OSS	NAV	HO: M[16]	184
			NAV	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CNFP I: CONS (Title IX consult)	NAV		
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (*file Title IX consult before disciplining*)	Office Managed	S: ADET	S: 2-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: BEHC I: CONS (Title IX consult)	I: PARN I: CONS (Title IX consult)	I: PARN I: CONS (Title IX consult)	NAV		

[16] For incidents involving the creation of intimate images, the standard investigative requirement for Hearings Office referrals must not be completed by administrators, as the investigation is conducted exclusively by the Title IX Office.

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB5	Theft of money or property without physical force	Office Managed	S: ADET	S: 1-day ISS	S: 2-day ISS	S: 1-day OSS	NAV	HO: L4D	179
			I: PARN I: CNFP I: REST (if relevant) I: RJCI (Level 1)	I: PARN I: BEHC I: REST (if relevant) I: RJCI (Level 2)	I: PARN I: RJCI* (Level 3) I: REST (if relevant)	I: PARN I: RJCI* (Level 4) I: REST (if relevant)	NAV		
RB6	Speaking to another in an uncivil, discourteous manner	Office Managed	S: LOPV	S: ADET	S: 1-day ISS	S: 1-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	I: PARN I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	Office Managed	S: ADET	S: 1-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	I: PARN I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	Office Managed							169
RB8a	Swearing/ Cursing	Staff Managed	S: ADET I: PARNI: CNFP	S: AIA I: PARN I: RMDT (MTSS Team for Tier 2 behavior)	S: 2-day ISS I: PARN I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 2-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB8b	Hate speech	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB8c	Gang signs	Office Managed	S: ADET I: PARN I: CNFP I: CONS (Consult w/ Office of Student Safety and Wellness)	S: 1-day ISS I: PARN I: BEHC I: CONS (Consult w/ Office of Student Safety and Wellness)	S: 3-day ISS I: PARN I: CONS (Consult w/ Office of Student Safety and Wellness)	S: 3-day OSS I: PARN I: CONS (Consult with Office of Student Safety and Wellness)	NAV NAV	HO: L4D	170
RB8d	Gestures	Staff Managed	S: ADET I: PARN I: CNFP	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 2 behavior)	S: 2-day ISS I: PARN I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3)	S: 1-day OSS I: PARN I: RMDT (MTSS Team for Tier 3)	NAV NAV	HO: L4D	169
RB9	Using slurs	Office Managed	[redacted]						169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9a	Using slurs based upon the actual or perceived race	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9b	Using slurs based upon the actual or perceived ethnicity	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9c	Using slurs based upon the actual or perceived color	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9d	Using slurs based upon the actual or perceived national origin	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9e	Using slurs based upon the actual or perceived citizenship/immigration status	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9f	Using slurs based upon the actual or perceived weight	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9g	Using slurs based upon the actual or perceived gender	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9h	Using slurs based upon the actual or perceived gender identity (which includes, but is not limited to, malicious deadnaming or malicious misgendering)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9i	Using slurs based upon the actual or perceived gender expression	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9j	Using slurs based upon the actual or perceived sexual orientation	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9k	Using slurs based upon the actual or perceived religion	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 1-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9l	Using slurs based upon the actual or perceived disability	Office Managed	S: ADET	S: 1-day ISS	S: 1-day OSS	S: 3-day OSS	NAV	HO: L4D	169
			I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB10	Failure to respond to questions or requests by staff	Office Managed	S: LOPV	S: AIA	S: 1-day ISS	S: 2-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	I: PARN I: RMDT (MTSS Team for Tier 3) I: RJCI* (Level 3)	I: PARN I:RMDT (MTSS Team for Tier 3) I: RJCI* (Level 4)	NAV		
RB11	Unwanted or improper physical contact	Office Managed	S: ADET	S: 1-day ISS	S: 2-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: RJCI* (Level 1)	I: PARN I: BEHC I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: RMDT (MTSS for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I:RMDT (MTSS for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC1	Alcohol: Possessing or Using alcohol (*Level 2 = 1st time offense. Levels 3 & 4 = 2nd or subsequent offense.)*	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 2-day OSS	NAV	HO: L2D HO: L3D HO: L4D (*see SR&R for qualifying HO criteria*)	172
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 1a	Alcohol: Under the influence of	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 1-day ISS	NAV	HO: L4D	174
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC2	Alcohol: Distributing alcohol to other students (*Administrator shall impose Level 4*)	Office Managed	NAV	NAV	NAV	5-day OSS	NAV	HO: L4D	174
			NAV	NAV	NAV	I: PARN I: AODI	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC3 *(Grades 4 & 5*)	Drugs: Possessing drug paraphernalia (*Level 2 = 1st time offense, Levels 3 & 4 = 2nd and subsequent offense.*)	Office Managed	NAV	S: 1-day ISS S: 152A	S: 2-day ISS S: 152A	S: 3-day ISS S: 152A	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC3 *(Grades 6-8)*	Drugs: Possessing drug paraphernalia (*Level 2 = 1st time offense, Levels 3 & 4 = 2nd and subsequent offense*)	Office Managed	NAV	S: 2-day ISS S:714A	S: 2-day OSS S: 152A (*impose if second offense w/n 12 months of the first offense*)	S: 3-day OSS S:152A (*impose if third offense w/n 12 months of the second offense*)	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC4	Drugs: Violating School Board non-prescription (over the counter) medication policy (using, abusing, possessing, or distributing (where such distribution is other than for the purpose of abuse) any non prescription drug)	Office Managed	S: 1- day ISS	S: 1-day ISS	S: 1-day ISS	S: 2-day ISS	NAV	HO: L4D	174
			I: AODI	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 4a	Drugs: Violating School Board imitation drug policy (*Level 2 = 1st time offense. Level 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 3-day ISS S: 152A (*21 days imposed*)	NAV	S: 4-day ISS S: 152A (*21 days imposed*)	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	NAV	I: PARN I: AODI	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 4b	Drugs: Violating School Board non-prescription (over the counter) medication policy (distributing any non-prescription drug for the purpose of abuse)	Office Managed	S: 1-day OSS	S: 1-day OSS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	174
			I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC5	Tobacco: Possessing tobacco products (*Level 2 = 1st offense. Level 3 & 4 = 2nd or subsequent offense*)./	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 5a	Tobacco: Using tobacco products (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2- day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 5b	Tobacco: Distributing tobacco/electronic cigarette products (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 5c	Tobacco: Possessing tobacco paraphernalia (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 1-day ISS	S: 1- day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 5d	Tobacco: Possessing electronic cigarettes (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.*)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 5e	Tobacco: Using electronic cigarettes (*Level 2 = 1st offense. Levels 3 & 4 = 2nd or subsequent offense.)*	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC6	Bullying behavior without physical injury that continues ***after intervention***. Bullying that leads to physical injury should be classified as Assault and Battery.	Office Managed	NAV	S: 2-day ISS	2-day OSS	3-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		
BSC7	Cyberbullying that continues ***after intervention.*** Cyberbullying that relates to a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.	Office Managed	NAV	S: 2- day ISS	2-day OSS	3-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment (incl. age, marital, & military status).	Office Managed	NAV	S: 2-day ISS	2-day OSS	4-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC8 a-d[6]	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 identify or sexual orientation).	Office Managed	NAV	S: 2-day ISS	2-day OSS	3-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I:RSS (counselor, psychologist, social worker, behavior specialist referral. as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC8f	Discriminatory Harassment (includes harassing conduct): Gender identity *(file Title IX consult before disciplining).*	Office Managed	NAV	S: 2-day ISS	2-day OSS	3-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I:RSS (counselor, psychologist, social worker, behavior specialist referral. as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 8g	Discriminatory Harassment (includes harassing conduct): Sexual Orientation *(must file Title IX Guardian consult before discipline)*	Office Managed	NAV	S: 2-day ISS	2-day OSS	3-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I:RSS (counselor, psychologist, social worker, behavior specialist referral. as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 8k[17]	Distribution of Intimate Images (*must file Title IX Guardian consult before discipline)*	Office Managed	NAV	S: 1-day ISS	S: 2-day OSS	S: 4-day OSS	NAV	HO: M	184
			NAV	I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	NAV		
BSC9	Bus: distracting the bus driver (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV	S: 1-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RJCI (Level 2)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV		
BSC 10	Bus: Endangering the safety of others on the bus (*Required starting level for K-6 is Level 1*)	Office Managed	S: LOPV	S: 1-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RJCI (Level 2)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV		

[17] For incidents involving the distribution of intimate images, the standard investigative requirement for hearings office referrals must not be completed by administrators, because the conduct may be Title IX. Submit a consultation to the Title IX office through Guardian.

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 11	Fire Alarm: Falsely activating a fire or other disaster alarm.	Office Managed	S: LOPV	S: 1-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	179
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RJCI (Level 2)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV		
BSC 12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	Office Managed	S: LOPV	S: 1-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	179
			I: PARN I: CNFP	I: PARN I: BEHC	I: PARN I: RFS (as appropriate)	I: PARN I: RFS (as appropriate)	NAV		
BSC 13	Engaging in reckless behavior that creates a risk of injury to self or others	Office Managed	S: LOPV	S: 1-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 14	Fighting that results in no injury as determined by the school administration	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 3- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: 4LD	169
BSC 14a	Fighting that results in injury as determined by the school administration	Office Managed	S: AIA I: PARN I: CNFP I: RJCI* (Level 1)	S: 2- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI* (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 2)	S: 2- day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI (Level 2)	S: 2- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 16a	Throwing an object that caused a disturbance, injury, or property damage	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI (Level 2)	S: 3- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 17	Minor shoving, pushing, striking, or biting a student with no visible injury	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 2- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 17a	Minor shoving, pushing, striking, or biting a student with visible injury	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 3- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 18[6]	Exposing body parts, lewd, or indecent public behavior *(File consult with Title IX before disciplining.*)	Office Managed	S: LOPV I: PARN I: CNFP I: CONS (Title IX Consult)	S: 1-day ISS I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CONS (Title IX Consult)	S: 1-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CONS (Title IX Consult)	S: 2-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CONS (Title IX Consult)	NAV NAV	HO: L4D	169

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 19[6]	Physical contact of a sexual nature, patting body parts, pinching, tugging clothing	Office Managed	Per Regulation 2118, this conduct is categorized as Title IX conduct. Must submit Title IX Guardian consult.					HO: M	169
BSC 19a	Physical contact of a non-sexual nature, patting body parts, pinching, tugging clothing	Office Managed	S: ADET I: PARN I: RJCI (Level 1)	S: 1-day ISS I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: RJCI (Level 2)	S: 2-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: RJCI* (Level 3)	S_ 3-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: RJCI* (Level 4)	NAV I: NAV	HO: L4D	169
BSC 22	Theft of money or property using physical force (no weapon involved)	Office Managed	NAV NAV	S: 2-day ISS I: PARN I: BEHC I: RJCI* (Level 2) I: REST (if relevant)	S: 2-day OSS I: PARN I: RJCI* (Level 3) I: REST (if relevant)	S: 3-day OSS I: PARN I: RJCI* (Level 4) I: REST (if relevant)	NAV NAV	HO: L4D	179

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 24	Leaving school grounds without permission	Office Managed	S: LOPV	S: 1-day ISS	NAV	NAV	NAV	NAV	179
			I: PARN I: CNFP	I: PARN I: BEHC	NAV	NAV	NAV		
BSC 25	Trespassing	Office Managed	S: LOPV	S: AIA	S: 1-day ISS	S: 2-day OSS	NAV	HO: L4D	179
			I: PARN I: CNFP	I: PARN I: BEHC	I: PARN I: RFS (as appropriate)	I: PARN I: RFS (as appropriate)	NAV		
BSC 26	Possessing dangerous instruments/ substances that could be used to inflict harm upon another	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 3-day OSS	NAV	HO: L4D	183
			NAV	I: PARN I: BEHC I: THRA	I: PARN I: RFS (as appropriate) I: THRA	I: PARN I: RFS (as appropriate) I: THRA	NAV		
BSC 27	Weapons: possessing any weapon *(other than a firearm)* as defined by §18.2-308.1 to include blades less than three inches (*This does not include water guns and toy guns; consider using BSO9 for toys.*)	Office Managed	NAV	S: 3- day OSS	S: 4-day OSS	S: 5-day OSS	NAV	HO: D	182-184
			NAV	I: PARN I: RFS (School-Based Risk Prevention Team)	I: PARN I: RFS (School-Based Risk Prevention Team)	I: PARN I: RFS (School-Based Risk Prevention Team)	NAV		

Upper Elementary & Middle School, Grades 4-8, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
BSC 27a	Possessing a machete, switchblade knife, or any other knife with a blade length of three inches or more and pneumatic weapons. (*Administrator shall provide a Level 5 suspension unless factors present in Section B: Possession of Use of Switchblades, Machetes, and Certain Other Knives apply*.)	Office Managed	NAV	NAV	NAV	NAV	S: 5-day OSS	HO:M	183
			NAV	NAV	NAV	NAV	I:PARN I:ROSS I:RFS (School-based risk preventi on team)		

High/Secondary Universal Matrices-Category C and D
Grades 9-12

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB1	Bullying with no physical injury	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
RB2	Cyberbullying	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	S: 4-day OSS I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB3	Posting, distributing, displaying or sharing inappropriate or obscene material or literature, including using electronic means (*if sexual in nature, file Title IX consult before disciplining*)	Office Managed	S: ADET	S: 2-day ISS	S: 2-day OSS	S: 4-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: CONS (Title IX consult) I: RJCI* (Level 1)	I: PARN I: BEHC I: CONS (Title IX consult) I: RJCI* (Level 2)	I: PARN I: RFS (Social Media Test Drive Lesson) I: CONS (Title IX consult) I: RJCI* (Level 3)	I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CONS (Title IX consult) I: CONS (Ed Tech Team Consult) I: RJCI* (Level 4)	NAV		
RB3a	Creation of Intimate Images (*file Title IX consult before disciplining*)	Office Managed	NAV	S: 2-day ISS	S: 2-day OSS	S: 5-day OSS	NAV	HO: M[18]	184
			NAV	I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: CONS (Title IX consult)	NAV		

[18] For incidents involving the creation of intimate images, the standard investigative requirement for Hearings Office referrals must not be completed by administrators, as the investigation is conducted exclusively by the Title IX Office.

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature *(file Title IX consult before disciplining)*	Office Managed	S: ADET I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	S: 2-day ISS I: PARN I: RMDT (Referral to MTSS Team for Tier 2) I: CNFP I: CONS (Title IX consult)	S: 2-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: CONS (Title IX consult)	S: 3-day OSS I: PARN I: RMDT (Referral to MTSS Team for Tier 3) I: CNFP I: CONS (Title IX consult)	NAV NAV	HO: L4D	170
RB5	Theft of money or property without physical force	Office Managed	S: ADET I: PARN I: CNFP I: REST (if relevant) I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: REST (if relevant) I: RJCI (Level 2)	S: 1-day OSS I: PARN I: REST (if relevant) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: REST (if relevant) I: RJCI* (Level 4)	NAV NAV	HO: L4D	179

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB6	Speaking to another in an uncivil, discourteous manner	Office Managed	S: ADET I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 1)	S: 2-day ISS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	S: 1-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	Office Managed	S: ADET I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	S 2-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	S: 4-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	Office Managed							169
RB8a	Swearing/ Cursing	Staff Managed	S: ADET I: PARN I: CNFP	S: 2-day ISS I: PARN I: RMDT (MTSS Team for Tier 2 behavior)	S: 3-day ISS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB8b	Hate speech	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB8c	Gang Signs	Office Managed	S: ADET	S: 2-day ISS	S: 3-day ISS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: CONS (Consult w/ Office of Student Safety & Wellness)	I: PARN I: BEHC I: CONS (Consult w/ Office of Student Safety & Wellness)	I: PARN I: CONS (Consult w/ Office of Student Safety & Wellness)	I: PARN I: CONS (Consult w/ Office of Student Safety & Wellness)	NAV		
RB8d	Gestures	Staff Managed	S:ADET	S: 2-day ISS	S: 3-day ISS	S: 2-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP	I: PARN I: RMDT (MTSS Team for Tier 2 behavior)	I: PARN I: RJCI (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior)	NAV		

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
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	Office Managed	[redacted]						169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9a	Using slurs based upon the actual or perceived race	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9b	Using slurs based upon the actual or perceived ethnicity	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9c	Using slurs based upon the actual or perceived color	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9d	Using slurs based upon the actual or perceived national origin	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9e	Using slurs based upon the actual or perceived citizenship/immigration status	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9f	Using slurs based upon the actual or perceived weight	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9g	Using slurs based upon the actual or perceived gender	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9h	Using slurs based upon the actual or perceived gender identity (which includes, but is not limited to, malicious deadnaming or malicious misgendering)	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9i	Using slurs based upon the actual or perceived gender expression	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9j	Using slurs based upon the actual or perceived sexual orientation	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9k	Using slurs based upon the actual or perceived religion	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB9l	Using slurs based upon the actual or perceived disability	Office Managed	S: ADET I: PARN I: RFS (Part I: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention I: CNFS I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 4-day OSS I: PARN I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: RMDT (MTSS Team for Tier 3 behavior) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV NAV	HO: L4D	169

Secondary/High School, Grades 9-12, 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**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Hearings Office Referral**	**SR&R Page Number**
RB10	Failure to respond to questions or requests by staff	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI (Level 2)	S: 3-day ISS I: PARN I: RJCI* (Level 3) I: RMDT (MTSS Team for Tier 3 behavior)	S: 3-day OSS I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
RB11	Unwanted or improper physical contact	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RMDT (MTSS Team for Tier 2 behavior) I: RJCI* (Level 2)	S: 2-day OSS I: PARN I: RMDT (MTSS for Tier 3) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: RMDT (MTSS for Tier 3 behavior) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170

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**
BSC1	Alcohol: Possessing or Using alcohol (*Level 2 = 1st time offense. Levels 3 & 4 = 2nd or subsequent offense.)*	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L2D HO: L3D HO: L4D (*see SR&R for qualifying HO criteria*)	172
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 1a	Alcohol: Under the influence of	Office Managed	NAV	S: 1-day ISS	S: 1-day ISS	S: 1-day ISS	NAV	HO: L4D	174
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC2	Alcohol: Distributing alcohol to other students (*Administrator shall impose Level 4*)	Office Managed	NAV	NAV	NAV	S: 5-day OSS	NAV	HO: L4D	174
			NAV	NAV	NAV	I: AODI	NAV		

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**
BSC3	Drugs: Possessing drug paraphernalia (Level 2 = 1st time offense. Level 3 & 4 = 2nd and subsequent offense.)	Office Managed	NAV	S: 2-day ISS S: 714A	S: 2-day OSS S: 152A (*impose if second offense w/n 12 months of first offense*)	S: 3-day OSS S: 152A *(impose if third offense w/n 12 months of the second offense*)	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC4	Drugs: Violating School Board non-prescription (over the counter) medication policy (using, abusing, possessing, or distributing (where such distribution is other than for the purpose of abuse) any non-prescription drug)	Office Managed	S: 1-day ISS	S: 1-day ISS	S: 1-day ISS	S: 2-day ISS	NAV		174
			I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

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**
BSC 4a	Drugs: Violating School Board imitation drug policy (Level 2 = 1st time offense. Level 4 = end of subsequent offense.)	Office Managed	NAV	S: 3-day ISS S: 152A (*21 days imposed*)	NAV	S: 4-day ISS S: 152A (*21 days imposed*)	NAV	HO: L4D	177
			NAV	I: PARN I: AODI	NAV	I: PARN I: AODI	NAV		
BSC 4b	Drugs: Violating School Board non-prescription (over the counter) medication policy (distributing any non-prescription drug for the purpose of abuse)	Office Managed	S: 1-day OSS	S: 1-day OSS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	174
			I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

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**
BSC5	Tobacco: Possessing tobacco products (Level 2 = 1st time offense. Level 4 = end or subsequent offense.)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 5a	Tobacco: Using tobacco products (Level 2 = 1st time offense. Level 4 = end or subsequent offense.)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 5b	Tobacco: Distributing tobacco/ electronic cigarette products (Level 2 = 1st time offense. Level 4 = end or subsequent offense.)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

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**
BSC 5c	Tobacco: Possessing tobacco paraphernalia (Level 2 = 1st time offense. Level 4 = end or subsequent offense.)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 1-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		
BSC 5d	Tobacco: Possessing electronic cigarettes (Level 2 = 1st time offense. Level 4 = end or subsequent offense.)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	INAV		
BSC 5e	Tobacco: Using electronic cigarettes (Level 2 = 1st time offense. Level 4 = end or subsequent offense)	Office Managed	NAV	S: 1-day ISS	S: 1-day OSS	S: 2-day OSS	NAV	HO: L4D	171
			NAV	I: PARN I: AODI	I: PARN I: AODI	I: PARN I: AODI	NAV		

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**
BSC6	Bullying behavior without physical injury that continues ***after intervention***. Bullying that leads to physical injury should be classified as Assault and Battery.	Office Managed	NAV	S: 2-day ISS	S: 2-day OSS	S: 5-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		
BSC7	Cyber bullying that continues ***after intervention.*** Cyberbullying that relates to a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.	Office Managed	NAV	S: 2-day ISS	S: 2-day OSS	S: 5-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

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**
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment (incl. age, marital, & military status)	Office Managed	NAV	S: 2-day ISS	2-day OSS	5-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RMDT (MTSS for Tier 2 behavior) I: RJCI* (Level 2)	I: PARN I: CNFP I: RMDT (MTSS for Tier 3 behavior) I: RJCI* (Level 3)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI* (Level 4)	NAV		

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**
BSC8 a-d[6]	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 identify or sexual orientation)	Office Managed	NAV	S: 2- day ISS	2-day OSS	5-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I:RSS (counselor, psychologist, social worker, behavior specialist referral. as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I:RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

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**
BSC8f	Discriminatory Harassment (includes harassing conduct): Gender identity *(file Title IX consult before disciplining).*	Office Managed	NAV	S: 2- day ISS	2-day OSS	5-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I: CONS (Title IX consult)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: CONS (Title IX consult)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: CONS (Title IX consult) I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

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**
BSC 8g	Discriminatory Harassment (includes harassing conduct): Sexual Orientation *(file Title IX consult before disciplining).*	Office Managed	NAV	S: 2-day ISS	2-day OSS	5-day OSS	NAV	HO: D	170
			NAV	I: PARN I: CNFP I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 2) I: CONS (Title IX consult)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 3) I: CONS (Title IX consult)	I: PARN I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RFS (Parts I & II: Culturally Responsive Learning Intervention) I: CNFS I: RJCI* (Level 4) I: CONS (Title IX consult) I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate)	NAV		

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**
BSC 8k[19]	Distribution of Intimate Images (*must file Title IX Guardian consult before discipline)*	Office Managed	NAV	S: 2-day ISS	S: 2-day OSS	S: 5-day OSS	NAV	HO: M	184
			NAV	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2 behavior) I: CNFP I: CONS (Title IX consult)	NAV		
BSC9	Bus: distracting the bus driver	Office Managed	S: LOPV	S: 2-day ISS	S: 1-day OSS	S: 3-day OSS	NAV	HO: L4D	170
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RJCI (Level 2)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV		

[19] For incidents involving the distribution of intimate images, the standard investigative requirement for hearings office referrals must not be completed by administrators, because the conduct may be Title IX. Submit a consultation to the Title IX office through Guardian.

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**
BSC 10	Bus: Endangering the safety of others on the bus	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RJCI (Level 2)	S: 1-day OSS I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
BSC 11	Fire Alarm: Falsely activating a fire or other disaster alarm.	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RJCI (Level 2)	S: 1-day OSS I: PARN I: RFS (as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: RFS (as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	179
BSC 12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	Office Managed	S: LOPV I: PARN I: CNFP	S: 2-day ISS I: PARN I: BEHC	S: 2-day OSS I: PARN I: RFS (as appropriate)	S: 3-day OSS I: PARN I: RFS (as appropriate)	NAV NAV	HO: L4D	179

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**
BSC 13	Engaging in reckless behavior that creates a risk of injury to self or others	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 4-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	170
BSC 14	Fighting that results in no injury as determined by the school administration	Office Managed	S: ADET I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 1-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

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**
BSC 14a	Fighting that results in injury as determined by the school administration	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 5-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	Office Managed	S: ADET I: PARN I: CNFP I: RJCI* (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 4-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

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**
BSC 16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	Office Managed	S: LOPV I: PARN I: CNFP I: RJCI (Level 1)	S: 1-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 1-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 2-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169
BSC 16a	Throwing an object that caused a disturbance, injury, or property damage	Office Managed	S: ADET I: PARN I: CNFP I: RJCI (Level 1)	S: 2-day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	S: 2- day ISS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	S: 3-day OSS I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV NAV	HO: L4D	169

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**
BSC 17	Minor shoving, pushing, striking, or biting a student with no visible injury	Office Managed	S: LOPV	S: 1-day ISS	S: 3- day ISS	S: 3-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV		
BSC 17a	Minor shoving, pushing, striking, or biting a student with visible injury	Office Managed	S: ADET	S: 2-day ISS	S: 1-day OSS	S: 3-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP I: RJCI (Level 1)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI (Level 2)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 3)	I: PARN I: BEHC I: RSS (counselor, psychologist, social worker, behavior specialist referral, as appropriate) I: RJCI* (Level 4)	NAV		

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**
BSC 18[6]	Exposing body parts, lewd, or indecent public behavior	Office Managed	S: ADET	S: 1-day ISS	S: 1- day OSS	S: 2-day OSS	NAV	HO: L4D	169
			I: PARN I: CNFP I: CONS (Title IX consult)	I: PARN I: RMDT (MTSS Team for Tier 2 behavior) I: CONS (Title IX consult)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CONS (Title IX consult)	I: PARN I: RMDT (MTSS Team for Tier 3 behavior) I: CONS (Title IX consult)	NAV		
BSC 19[6]	Physical contact of a sexual nature, patting body parts, pinching, tugging clothing	Office Managed	Per Regulation 2118, this conduct is categorized as Title IX conduct. Must submit Title IX Guardian consult.					HO: M	169
BSC 19a	Physical contact of a non-sexual nature, patting body parts, pinching, tugging clothing	Office Managed	S: ADET	S: 2-day ISS	S: 3-day ISS	S: 4-day OSS	S: NAV	HO: L4D	169
			I: PARN I: RJCI (Level 1)	I: PARN I: RMDT (Referral to MTSS Team for Tier 2 behavior) I: CNFP I: RJCI (Level 2)	I: PARN I: RMDT (Referral to MTSS Team for Tier 3 behavior) I: CNFP I: RJCI* (Level 3)	I: PARN I: RMDT (Referral to MTSS Team for Tier 3 behavior) I: CNFP I: RJCI* (Level 4)	I: NAV		

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**
BSC 22	Theft of money or property using physical force (no weapon involved)	Office Managed	NAV	S: 2- day ISS	S: 4-day ISS	S: 3-day OSS	NAV	HO: L4D	179
			NAV	I: PARN I: BEHC I: RJCI* (Level 2) I: REST (if relevant)	I: PARN I: RJCI* (Level 3) I: REST (if relevant)	I: PARN I: RJCI* (Level 4) I: REST (if relevant)	NAV		
BSC 24	Leaving school grounds without permission	Office Managed	S: LOPV	S: 2-day ISS	NAV	NAV	NAV	NAV	179
			I: PARN I: CNFP	I: PARN I: BEHC	NAV	NAV	NAV		
BSC 25	Trespassing	Office Managed	S: ADET	S: 1-day ISS	S: 3-day ISS	S: 2-day OSS	NAV	NAV	179
			I: PARN I: CNFP	I: PARN I: BEHC	I: PARN I: RFS (as appropriate)	I: PARN I: RFS (as appropriate)	NAV		
BSC 26	Possessing dangerous instruments/ Substances that could be used to inflict harm upon another	Office Managed	NAV	S: 2- day ISS	S: 3-day OSS	S: 4-day OSS	NAV	HO: L4D	183
			NAV	I: PARN I: BEHC I: THRA	I: PARN I: RFS (as appropriate) I: THRA	I: PARN I: RFS (as appropriate) I: THRA	NAV		

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**
BSC 27	Weapons: possessing any weapon (other than a firearm) as defined by §18.2-308.1 to include blades less than three inches (This does not include water guns and toy guns; consider using BSO9 for toys.)	Office Managed	NAV	S: 3- day ISS	S: 4-day ISS	S: 5-day OSS	NAV	HO: D	182-184
			NAV	I: PARN I: RFS (School-Based Risk Prevention Team)	I: PARN I: RFS (School-Based Risk Prevention Team)	I: PARN I: RFS (School-Based Risk Prevention Team)	NAV		

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**
BSC 27a	Possessing a machete, switchblade knife, or any other knife with a blade length of three inches or more and pneumatic weapons (*Administrator shall provide a Level 5 suspension unless factors present in Section B: Possession of Use of Switchblades, Machetes, and Certain Other Knives apply*.)	Office Managed	NAV	NAV	NAV	NAV	S: 5-day OSS	HO: M	183
			NAV	NAV	NAV	NAV	I: PARN I: ROSS I: RFS (School-based risk prevention team		

All Grade Levels K-12, Universal Grade Matrix (UGM) for Cell Phone Policy Violations									
SBAR Category B: Behaviors Related to School Operations (BSO) that interfere with the daily operations of school procedures									
Code	**Description of Behavior**	**Staff or Office Managed Behavior**	**Level 1 (1st Violation)**	**Level 2 (2nd Violation)**	**Level 3 (3rd Violation)**	**Level 4 (4th Violation)**	**Level 5 (5th & any Subsequent Violation)**	**Hearings Office Referral**	**SR&R Page Number**
BSO 13a	Violation of School Board policy regarding cell phone possession and/or 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 permitted. Administrators shall not provide exclusionary sanctions for cell phone policy violations. All listed sanctions and interventions must be 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 behavior)	S: CPCF S: CPD3 S: 714C I: CNFP I: RMDT (MTSS Team for Tier 3 behavior) I: RJCI (Level 3)	S: CPCF S: CPD3 S: 152C I: CNFP I: RMDT (MTSS Team for Tier 3) I: RSS (counselor, psychologist, social worker, behavior specialist referral, select as appropriate)	S: CPCF S: CPD4 S: 152C I: CNFP I: RMDT (MTSS Team for Tier 3) I: RSS (counselor, psychologist, social worker, behavior specialist referral, select as appropriate)	NAV	17
Students demonstrating repeat violations of the cell phone policy (6 or more Office Discipline Referrals), in addition to referral to the MTSS Site Intervention Team as noted above, shall be evaluated for participation in a Tier 2 Restorative Practice Cell Phone Intervention Group. Contact the Restorative Justice Department for assistance in creation of a Tier 2 group.									

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	**Level 1 Responses** are intended to prevent further behavioral issues while keeping the student in school.
	Interventions and Supports: • Seat change • Counselor/Student conference (includes re-teaching of expected behavior) • Behavior progress: recognize and reinforce positive alternative behavior • Administrator/Student conference • Administrator/Teacher/parent/guardian conference • Written reflection • Restorative circle or conflict resolution • School-based community service (to repair the relationship) • Restitution • Connection building with a trusted adult or mentor **Sanctions:** • Confiscation of student articles by the administration (to be returned to a parent/guardian) • Temporary loss of classroom or parking privileges • Detention (before school, at lunch, after school)

2	**Level 2 Responses** are designed to prevent further behavior issues and keep the student in school. Interventions expand and, depending upon the severity of the behavior, may include short-term removal of the student from the classroom.

	Interventions and Supports (in addition to Level 1 options):
	• Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
	• Check-In/Check-Out
	• Schedule change
	• Referral to school multi-tiered system of support (MTSS) team
	• Consultation with support services (for example, school counselor, school psychologist, school social worker, Behavior Intervention teacher, ABA coach, Office of Special Education Instruction, Substance Abuse Prevention specialist.
	• Partner with MTSS site intervention team to identify appropriate Tier 2 interventions (to include progress monitoring in MTSS in SIS):
	  • Check-In/Check-Out
	  • Check and Connect
	  • Mentoring through MentorWorks
	  • Small group SEL instruction using an evidence-based curriculum
	  • Tier 2 Restorative Justice Circle
	• Referral to individualized education program (IEP) team
	
	Sanctions (in addition to Level 1 options):
	• Temporary removal from student activities for up to seven calendar days
	• Saturday detention
	• Removal from classroom for less than half the day (AIA)
	• In-school suspension (up to two school days) with behavioral instruction, academic support, and/or restorative practices.
	
	Students with Disabilities:
	● Partner with IEP team to make adjustments to student's IEP as needed (e.g. add or adjust goal to address behavior concerns, adjust instruction used to teach replacement behaviors, etc.)

Level	Responses:
3	**Level 3 Responses** include more intensive interventions. Depending upon the severity, repeated nature of the behavior, and/or safety concerns, Level 3 responses may include the student's short-term removal from school.

	Interventions and Supports (in addition to Levels 1 and 2 options):
	• Restorative Justice conference
	• Partner with MTSS site intervention team to develop a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), or identify other appropriate Tier 3 interventions (to include progress monitoring in MTSS in SIS):
	  • Individualized counseling
	  • Intensify or adjust existing Tier 2 interventions
	• Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP)
	• Referral for community-based services
	• Risk assessment as indicated by the behavior
	• Invitation for parent/guardian to visit/consider alternative education programs
	• Referral to individualized education program (IEP) team
	
	Sanctions (in addition to Levels 1 and 2 options):
	• Temporary removal from student activities for 7-14 calendar days
	• In-school suspension (up to five school days) with behavioral instruction and academic support
	• Short-term out-of-school suspension (up to two school days) with restorative circle or administrator conference upon return
	• Referral to law enforcement where required
	
	Students with Disabilities:
	• Partner with IEP team to develop a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), or make adjustments to student's IEP (e.g. add or adjust goal to address behavior concerns, intensify instruction used to support student, etc.)

4	**Level 4 Responses** include targeted individualized interventions and customarily result in school-based disciplinary action; however, the principal may make a referral to the Division Superintendent for these violations. A referral to the Division Superintendent may result in a number of different responses based on circumstances and rarely results in an expulsion. **Interventions and Supports (in addition to Levels 1–3 options):** • Restitution via written contract • Risk assessment as indicated by the behavior • If review of the student's suspension record indicates that the student has had multiple suspensions for the same or related behaviors, suggesting a pattern of behavior concerns, or when there is a referral to the Division Superintendent, the MTSS site intervention team and/or IEP team should conduct an FBA and/or BIP Students with Disabilities • Referral to IEP team if the student has or will have had more than ten days of suspension cumulatively over the school year to determine how services will be delivered on day 11 • Request an IEP meeting to consider whether intensified supports and/or services are needed • If any action may result in a change of special education placement, including a series of short-term removals that accumulate to more than ten school days in a school year or a referral to the Division Superintendent, then a Manifestation Determination Review must be conducted **Sanctions:** • Temporary removal from student activities for 14-21 calendar days • Short-term out-of-school suspension (up to three school days for grade K-3 students per incident, unless specified misconduct has occurred; up to five school days for grade 4-12 students, unless accompanied by referral to the Division Superintendent, in which case the principal may suspend for up to ten school days) with restorative circle or administrator conference upon return • Referral to the Division Superintendent • Referral to law enforcement as required

5	**Level 5 responses** target behaviors for which the code of Virginia or School Board policy mandate a referral to the Division Superintendent. Interventions are intended to support the student during any related short-term removal from school, and to implement required protections for students with disabilities. A referral to the Division Superintendent may result in a number of different responses based on circumstances and rarely results in an expulsion.
	Required Interventions and Supports: • Referral to Out-of-School Support office to arrange academic support during suspension • Referral to school counselor, school social worker, and school psychologist to identify who will contact family and student to determine emotional status and offer support Students with Disabilities • MDR, even if the student has not had ten days of suspension, because the consequence assigned may result in a change in placement • FBA or BIP • Referral to IEP team to determine how services will be delivered on day 11 (when a student with a disability has been suspended for 10 or more days cumulatively over school year) • IEP team may also consider possible need for change to goals, accommodations, services, or placement on IEP **Required School-Based Administrative Responses to Level 5 Behaviors:** • Referral to Division Superintendent • Risk assessment when indicated by the behavior • Referral to law enforcement as required

A. Acts for Which Students May Be Disciplined

Introduction: Administrators consider many factors when determining responses to student behavior and follow the leveled responses to student behavior charts. The least exclusionary sanctions paired with targeted interventions are to be used prior to removal from the classroom. When the intensity and/or frequency of the behavior is not positively impacted by less restrictive consequences, sanctions may include suspension, reassignment, expulsion, and exclusion from school and all school-sponsored activities, for prohibited conduct as outlined in this regulation occurring on school property, while engaged in or attending a school-sponsored activity (i.e. sports, clubs), or which affects students going to or returning from school including on a school bus or at a school bus stop. Students may also be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the school environment, and/or results in a criminal charge or conviction.

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

A student may be subject to disciplinary action for violation of any: (i) federal, state, or local law, rule, or regulation and/or (ii) policy or regulation of the School Board, the school system, or the school. Principals customarily will respond to many instances of prohibited conduct with school- based consequences, including, where necessary, suspension not to exceed five days[20] 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 from 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

[20] 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).

interventions initiated in response to prior violations.

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

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

When a student makes an explicit or implicit threat or demonstrates concerning behaviors that 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. 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: Sexual Harassment 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 Harassment 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) Assaulting another student or any other person (other than a 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 a school staff member without injury.

        (4) Improper touching of another person (whether or not consensual).[21]

    b. For students in grades 7-12, assaulting a staff member without injury shall result in a referral to the Division Superintendent, and the principal may suspend for up to ten days.

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

c. For students in grades K-6, assaulting a staff member without 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.

d. 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.

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) Assault and battery upon another student or any other person (other than a staff member) causing injury.

(2) 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.

(3) Assault and Battery upon a staff member.

(4) Improper touching of another person[13] (whether or not consensual).

b. 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.

c. 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.

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.

3. Hazing

   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.

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, mistreating, cursing, hateful, vulgar, or offensive gesturing, or verbally abusing any person.

      (2) Use or possession of fireworks.

      (3) Use of profane or vulgar language or gestures (swearing, slurs, cursing, hate speech, gang signs or gestures).

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

      (4) Use of slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, religion, or disability.

      (5) Verbal or written use of vulgar, profane, obscene, or patently offensive language.[13]

      (6) Disruption of the educational process, or open defiance of the authority of any teacher or staff member.

(7) Willful disruption of any school-sponsored activity that impedes participation of others or presents a safety concern.

(8) Violation regarding the Acceptable Use Policy.

(9) Unauthorized use or possession of a laser pointer or other laser devices.

(10) Forgery, cheating, plagiarism, or dishonesty, including the use of portable communication devices for such purpose.

(11) Gambling in any form.

(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.[13]

(2) Bullying[22] on any basis.

(3) Discriminatory harassment[13] (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/Sexual Harassment is prohibited by Regulation 2118.

(4) Sexual misconduct[13] (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*). However, all physical conduct of a sexual nature, pursuant to Regulation 2118, constitutes "Sexual Harassment" and shall be investigated and disciplined under Title IX.

(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

[22] 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.

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.

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

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[23] 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).

[23] 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.

(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.

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[16] 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[16] 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.

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).

7. Hate Speech, Slurs, and Discriminatory Harassment Violations

Fairfax County Public Schools (FCPS) is committed to ensuring that every school in FCPS promotes a responsive, caring, and inclusive culture where all feel valued, supported, and included, and where every child is reached, challenged, and prepared for success in school and in life.

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).

a. Hate speech is any form of expression, including symbols, intended to humiliate or incite hatred against a person, or 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, religion, or disability.

b. A slur is any derogatory word, phrase, symbol, or expression, whether written, spoken, or electronically communicated, that is based upon race, ethnicity, color, national origin, citizenship or immigration status, weight, gender, gender identity, gender expression, sexual orientation, religion, or disability. The use of a slur, in and of itself, is sufficient to warrant disciplinary action in accordance with the SR&R, regardless of intent.

c. Discipline of the Use of Hate Speech and Slurs

(1) The use of hate speech and slurs shall result in school-based disciplinary action at the discretion of the principal, up to and including 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.

d. Required Intervention for the Use of Hate Speech and Slurs

In addition to any required interventions listed in the Universal Grade Matrix (UGM) administrators shall implement the following leveled interventions for the use of hate speech and slurs.

(1) Level 1 incidents of hate speech or slurs, students must participate in the Part I culturally responsive learning intervention.

(2) For Level 2 incidents of hate speech or slurs, students must participate in the Part I & II culturally responsive learning intervention for hate speech or slurs.

(3) For Level 3 incidents of hate speech or slurs, students must participate in the Part I and II culturally responsive learning intervention for hate speech and slurs and be referred to the school's MTSS Site Intervention Team for Tier 3 behavior/wellness support.

(4) For Level 4 incidents of hate speech or slurs, students must participate in the Part I and Part II culturally responsive learning intervention for hate speech and slurs and be referred to the school's MTSS Site Intervention Team for Tier 3 behavior/wellness support, as well as to a school-based counselor, psychologist, social worker, and/or behavior specialist.

(5) For any incident of hate speech or slurs, administrators may also make a referral to the FCPS Restorative Justice Department. All restorative justice referrals for incidents of hate speech and slurs must be referred to the central office-based restorative justice team.

(6) Principals shall issue a letter to the school community following any incident of hate speech or slurs. Schools must use the standardized community letter provided by the Office of the Chief Equity Officer and report the issuance of the community letter in Guardian within 24 hours of its transmission to the school community.

8. 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 shall require a 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. 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 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[24] 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.

9. Creation and/or Distribution of Intimate Images

The following procedures shall govern the creation and/or distribution of intimate images.

a. Intimate Images

Intimate images are defined as videographic or still images that are real, altered or digitally created by any means whatsoever that depict another student and/or person:

- who is totally nude; or
- who is in a state of undress so as to expose the genitals, pubic area, buttocks, or female breast;
- or whose genitals, pubic area, buttocks, or female breast are not exposed but such videographic or still image is obscene; or
- any depiction that is sexual in nature or intended to represent the student and/or other person in a sexualized manner.

b. Creation of Intimate Images

Creation of intimate images, as defined above, is defined as the act of producing, generating, capturing, recording, adapting, editing, altering, or digitally generating any videographic or still image that is real, altered or digitally created by any means whatsoever.

[24] FCPS' own policy on weapons is authorized by the Code of Virginia, including Section 22.1-277.07:1.

c. Distribution of Intimate Images

Distribution of intimate images, as defined above, is defined as the sharing by any means of any videographic or still image that is real, altered, or digitally created by any means whatsoever.

d. Discipline of Creation or Distribution of Intimate Images

(1) Any creation or distribution of intimate images shall be evaluated by the FCPS Title IX Office pursuant to Regulation 2118. Administrators shall submit a Title IX consultation form to the Title IX Office through the Title IX Guardian platform on the same day or no later than the next day barring no extenuating circumstances of notice, receipt, or discovery of the images.

(2) Administrators should also make a referral to law enforcement regarding the creation and/or distribution of the images.

(3) Administrators shall strictly adhere to all requirements imposed by the Title IX Office related to the incident. Disciplinary action pursuant to the SR&R shall not proceed unless expressly authorized by the Title IX Office and at the time set forth by the Title IX Office.

(a) For students grades K-3, once Title IX authorizes Administrators to proceed under SR&R, Administrators shall issue a one-day in school suspension or an out of school suspension of one, two, or three days based upon the severity and impact of the incident.

(b) For students grades 4-8, once Title IX authorizes Administrators to proceed under SR&R, Administrators shall issue a one-day in school suspension or an out of school suspension of two, three, or four days based upon the severity and impact of the incident.

(c) For students grades 9-12, once Title IX authorizes Administrators to proceed under SR&R, Administrators shall issue a two-day in school suspension or an out of school suspension of three, four, or five days based upon the severity and impact of the incident.

(4) For all acts of creation and/or distribution of intimate images, Administrators shall make a referral to the Division Superintendent and provide the Creation of Intimate Images intervention lesson to the violating student(s). Administrators shall document all actions taken in the Student Information System and provide written notification to the parent or guardian of both the violating student and the impacted student on the same day, or no later than the next school day, upon receipt, notice, or discovery of the images.

(a) The written notification to the parent or guardian of the violating student shall include a summary of the incident as reported or discovered;

confirmation that the incident involves creation and/or distribution of intimate images; the disciplinary action being taken, including the length of suspension and referral to the Division Superintendent; notice of the right to appeal the suspension, and confirmation that a referral has been made to law enforcement.

(b) The written notification to the parent or guardian of the impacted student shall include a summary of the incident as reported or discovered; confirmation that the incident involves creation and/or distribution of intimate images; confirmation that a referral has been made to law enforcement and information regarding protections, monitoring, or supportive measures being implemented by the school.

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

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

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

Any student who commits a reportable violation shall be required to participate in such 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)[25] primary role in schools is as a law enforcement officer. It is recognized that marginalized communities and those that have experienced trauma may have concerns with law enforcement members being present in school environments. The partnership between Fairfax County Public Schools and the Fairfax County Police Department as outlined in the School and Law Enforcement Partnership is intended to foster relations of mutual respect and understanding in order to build a positive and safe school environment. SROs shall not become involved in routine school matters such as administrative actions or actions not directly related to the safety of the students and staff. The SRO shall refrain from functioning as a school disciplinarian and shall not intervene in school discipline matters. The discipline of students will remain the responsibility of the school faculty and administrators. At any time, the SRO may become involved when a school administrator has an immediate safety concern that cannot be addressed by the school's safety and security staff which the school administrator reasonably believes could lead to substantial harm to self or others. Examples of such concerning behaviors could include, but are not limited to assault, interference with school processes that impede the safety of others, the need to disarm a student who has a weapon, or the removal of an unknown substance.

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

3. The questioning of students by police officers, other than SROs, in school or on school property about alleged illegal activities shall meet the conditions as defined in the current version of Regulation 2616, Questioning of Students by Police.

4. The principal shall also immediately notify the parent/guardian of any minor student who is the victim or intended victim of a reportable incident as provided in subsection 1 of this section B.

[25] For information only, the full SRO MOU can be found at https://www.fcps.edu/node/36886.

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. Language support services shall be offered to all students violating this regulation who are determined to be a multilingual learner (ML) based on their English Language Proficiency Level (ELP) 1-4 to ensure the student can fully understand and meaningfully participate in the process of providing a verbal or written student statement related to a discipline violation including understanding the voluntary nature of that participation.

   (1) For the purposes of student discipline language support services are defined as the provision of a translated student notification statement, issued by the Office of the Chief Equity Officer, for any Multilingual Learner (ML) identified at ELP levels 1–4 who is being asked to provide a verbal or written student statement related to a disciplinary violation. This statement must:

      (a) Be provided in the student's requested language
      (b) Clearly indicate that the student is being asked to respond to an alleged violation, and
      (c) State that the student's participation is voluntary.

   (2) Administrators shall acquire these translated student notification statements from the Office of the Chief Equity Officer.

   (3) Administrators may also secure the presence and/or support of school staff who are familiar with how to support the student's language communication needs (i.e., school staff familiar with student's language and verbal proficiency) when collecting a student statement.

   (4) Language support services do not include translation or interpretation of the student's statement, nor do they extend to general questioning unrelated to formal discipline procedures.

   (5) Nothing herein shall be interpreted as (i) requiring that a student provide a verbal or written statement in order for disciplinary action to proceed; (ii) preventing an administrator from issuing disciplinary consequences without receiving such a statement, including in exigent circumstances; or (iii) modifying, limiting, or superseding any existing policies, procedures, or legal requirements related to the questioning of students with disabilities. All applicable protections, accommodations, and procedural safeguards within this regulation for students with disabilities remain in full effect.

e. A parent/guardian seeking information about the hearings process should contact the Division Superintendent.

f. 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.

g. 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.

h. 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 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.[26]

(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 appearance and any transcription will be borne by the parent/guardian and a hearing may not be delayed on account of such a request.

[26] 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.

(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)[27].

   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).[28]

   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

[27] See Definition of Long-Term Suspension in Glossary of Regulation 2601

[28] 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.

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 Sexual Harassment.

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 Sexual Harassment. 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. Out-of-School Suspension

Disciplinary action that denies a student the right to attend school or school-sponsored activities for a defined period of time. Out-of-School Suspension includes both short-term suspensions (up to ten school days) and long-term suspensions (eleven to forty-five school days or more).

3. Short-Term Suspensions (Fewer than Ten School Days)

Disciplinary action that denies school attendance through an out-of-school suspension 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.

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

4. Long-Term Suspension [20] (More than Ten School Days)

Disciplinary action that denies school attendance through an *out-of-school suspension* for 11–45 school days, unless misconduct involves (i) possession or use of a statutory weapon (as defined in Section A.7.a.), or illegal drugs (as defined in Section A.5.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.

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.

5. In-School Suspension

In-School Suspension (ISS) means the removal of a student from their regular educational setting for disciplinary reasons to another supervised setting within the school, where the student continues to: (1) have access to the general education curriculum; (2) participate in instruction and services specified in the student's IEP or Section 504 Plan, if applicable; and (3) progress toward meeting educational goals. For students with disabilities, an ISS does not count as a removal unless the student is denied access to the general education curriculum, special education and related

services identified in their IEP or Section 504 Plan, or participation with general education peers to the extent provided in the IEP.

6. Procedures for In-School Suspension of Students with Disabilities

   a. Procedures for In-School Suspension of Students with Disabilities Less Than 10 Days

      Students with disabilities may be assigned in-school suspension in the same manner as non-disabled peers for up to ten consecutive or cumulative school days in the same school year. During any in-school suspension, the student must continue to have access to the general education curriculum, the special education and related services specified in their IEP, and opportunities to progress toward meeting their IEP goals. School staff shall document the duration of the in-school suspension and ensure that the removal does not constitute a change in placement. If a student demonstrates repeated behavioral concerns resulting in in-school suspensions that approach the ten-day cumulative threshold, the IEP team shall be consulted to determine whether additional supports, services, or interventions are needed to address the student's behavioral needs and, where necessary, conduct a functional behavior assessment (FBA) and develop or revise a behavior intervention plan (BIP).

   b. Procedures for In-School Suspension of Students with Disabilities More Than 10 Days

      If a student with disabilities is assigned in-school suspension for more than ten consecutive or cumulative school days in a school year, the school shall conduct a manifestation determination review (MDR) and provide services to enable the student to continue 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 in-school suspension. On the same date that FCPS determines an in-school suspension will extend beyond ten school days, the school shall notify the parent/guardian and provide a copy of the procedural safeguards. If the misconduct is determined to be a manifestation of the student's disability, the IEP team shall conduct or update a functional behavior assessment (FBA) and develop or revise a behavior intervention plan (BIP) to address the student's behavioral needs.

7. 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. Pursuant to Virginia Code § 37.2-100 a developmental disability is a severe and chronic disability that begins before age 22 and is expected to last throughout the person's life. It is caused by a physical or mental impairment or a combination of both. It does not apply when the only diagnosis is a mental illness. The disability results in substantional limitations in three or more of the following areas of major life activity:

- Self-care
- Understanding, using, or expressing language
- Learning
- Mobility
- Making decisions independently
- Living independently
- Earning a living.

People with a developmental disability typically require a combination and sequence of long-term services and supports that are individually planned and coordinated.

Children from birth through age 9 may also be considered to have a developmental disability, even if they do not yet meet all of these criteria, if they have a significant developmental delay or medical condition that is 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.

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.

8. Consultation with the Student's IEP Team

   Prior to making a decision to an in or out-of-school 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.

9. 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).

10. 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.

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

a. When a principal recommends an in or out-of-school 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.
Additional Consequences	A student who has been suspended or referred to the Division Superintendent may have ongoing consequences when the student returns to school. Probationary conditions, community service, drug testing, and restitution are among some of the ongoing consequences that may be assigned.
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.

Alternative Education Programs	A student may be referred to a nontraditional FCPS program that provides intensive supports to students with behavioral and academic difficulties or 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.
Assault and Battery	Causing physical injury to another person.
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 for elementary and middle school students; high school students may use their cell phones during lunch in designated lunch areas.
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.
Derogatory	Language or conduct that is verbal, written, or symbolic expression which demeans another person.
Developmental Disability	Pursuant to Virginia Code § 37.2-100 a developmental disability is a severe and chronic disability that begins before age 22 and is expected to last throughout the person's life. It is caused by a physical or mental impairment, or a combination of both. It does not apply when the only diagnosis is a mental illness. The disability results in substantial limitations in three or more of the following areas of major life activity: • Self-care • Understanding, using, or expressing language • Learning • Mobility • Making decisions independently • Living independently • Earning a living
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	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. 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.
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 & Tobacco 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 tobacco products, electronic cigarette products, or a controlled substance. (Code of Virginia, Section 18.2-265.1)
Exigent	Requiring immediate attention or action.
Expulsion	Any disciplinary action imposed by a school board or a committee thereof, as provided in school policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.
Faith-based Discrimination (religious discrimination)	Treating individuals differently because of their religious beliefs and practices, and/or their request for accommodations of their religious beliefs and practices. It also includes treating individuals differently because of their lack of religious beliefs or practices.
Force	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 restraining; (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. 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.
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.
Group Assault	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.
Hate Speech	Any form of expression, including symbols, intended to humiliate or incite hatred against a person 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, religion, or disability.
Hazing	Recklessly or intentionally endangering the health or safety of a student or inflicting bodily injury on a student in connection with or for, the purpose of initiation, admission into, or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student so endangered or injured participated voluntarily in the relevant activity. The Code of Virginia prohibits hazing and imposes criminal penalties. (Code of Virginia, Section 18.2-56)
Hearings Office	The Hearings Office conducts discipline hearings and determines outcomes on behalf of the Division Superintendent; makes discipline recommendations to the School Board and represents the Division Superintendent at School Board hearings; maintains records and statistics related to expulsion, exclusion, and reassignment recommendations and outcomes; decides suspension appeals; provides resource assistance and training to school-based and central office administrators; and conducts employee grievance hearings on behalf of the Division Superintendent.
Imitation Controlled Substance	A drug or substance in which the substance or container bears the name, markings, or likeness to, or is represented to be, a controlled substance (including a prescription drug).
Imitation Marijuana	A substance which bears a likeness to or is represented to be marijuana.
Individualized Education Plan	A written plan for every student receiving special education services that contains 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.

In-School Suspension	Is a removal of a student from their regular educational setting for disciplinary reasons, to another supervised setting within the school, where the student continues to: (1) have access to the general education curriculum; (2) participate in instruction and services specified in the student's IEP or Section 504 Plan, if applicable; and (3) progress toward meeting educational goals. For students with disabilities, an ISS does not count as a removal unless the student is denied access to the general education curriculum, special education and related services identified in their IEP or Section 504 Plan, or participation with general education peers to the extent provided in the IEP.
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, through an out-of-school suspension, for 11-45 school days, unless misconduct involves (i) possession or use of a statutory weapon (as defined in Section A.7.a.), or illegal drugs (as defined in Section A.5.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.
Out-of-School Suspension	Disciplinary action that denies a student the right to attend school or school-sponsored activities for a defined period time. Out-of-School suspension includes both short-term suspensions (up to ten school days) and long-term suspensions (eleven to forty-five school days).
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.
Progressive Discipline	A structured approach to supporting student behavior that uses escalating interventions and sanctions to promote positive discipline experiences and outcomes.
Reassignment	The disciplinary decision that requires a student to attend another school or an alternative education program, or both, pursuant to Virginia Code 22.1-277.
Recitation	The act or an instance of reading or repeating aloud.
Records Review	A meeting conducted by the region assistant superintendent at the request of the principal, to which the parent/guardian and student are invited to participate, for the purpose of reviewing the student's disciplinary record and interventions to date in order to further address the student's conduct issues.
Redaction	The act of selecting or adapting (as by obscuring or removing sensitive information) for publication or release.
Referral to the Division Superintendent	Referral to the Division Superintendent means a decision which is made by the principal in order for there to be consideration of student disciplinary action greater than a short-term suspension. Where the principal makes such a referral, the Division Superintendent will conduct a hearing to determine based on the facts whether additional disciplinary consequences (to include one or more of the following: a long-term suspension, a reassignment, or a recommendation to the School Board for expulsion) are appropriate in accordance with this SR&R. In conducting this hearing, the Division Superintendent also will determine whether the

	short-term suspension imposed by the principal is warranted. When making a referral to the Division Superintendent, the principal may choose to recommend a specific disciplinary action, provided, however, that whether or not the principal recommends a specific disciplinary action, the Division Superintendent has authority to take one or more of the following actions in accordance with the SR&R: determine that no disciplinary action is warranted, confirm a short-term suspension, impose a long-term suspension, effect a reassignment, and/or forward a recommendation to the School Board for expulsion.
Region(s)	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.
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. 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.
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. However, all "physical conduct of a sexual nature," pursuant to Regulation 2118, constitutes "Sexual Harassment" and shall be investigated and disciplined under Title IX.
Short-Term Suspension	Disciplinary action that denies school attendance through an out-of-school suspension 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.
Slur	A slur is any derogatory word, phrase, symbol, or expression, whether written, spoken, or electronically communicated, that is based upon race, ethnicity, color, national origin, citizenship or immigration status, weight, gender, gender identity, gender expression, sexual orientation, religion, or disability. The use of a slur, in and of itself, is sufficient to warrant disciplinary action in accordance with the SR&R, regardless of intent.
Smart Devices	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.
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, and Sexual Assault) 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. 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 47-49 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:

Policy 1352	Pledge of Allegiance to the Flag
Policy 1365	Distribution of Materials
Policy 1450	Nondiscrimination
Policy 2601	Rights and Responsibilities of Students
Policy 2611	Procedures for Hearings and Appeals to School Board
Policy 2613	Student Dress Code
Policy 2701	Student Personal Data
Regulation 1367	Distribution of Fliers or Other Informational Materials, Nonprofit Organizations' Access, and Procedures for Contests and Competitions
Regulation 2102	First Aid, Emergency Treatment, and Administration of Medications for Students
Regulation 2111	Procedures for Conducting a Risk Assessment
Regulation 2118	Title IX: Sexual Harassment by Students
Regulation 2150	Prevention of Alcohol and Other Drug Use by Students

Regulation 2152	Tobacco and Smoking Device Violations by Students
Regulation 2234	Student Absences and Attendance Regulations
Regulation 2602	Acts for Which Students May be Disciplined, Disciplinary Procedures and Interventions
Regulation 2603	Gender-Expansive and Transgender Students
Regulation 2604	Rights of Adult Students
Regulation 2606	Teacher Removal of Students From Classes
Regulation 2612	Regulations and Procedures Governing Freedom of Expression by Students
Regulation 2613	Student Dress Code
Regulation 2616	Questioning of Students by Police
Regulation 2701	Student Personal Data
Regulation 4411	Procedures for Responding to Student Threat or Physical Assault Against a Fairfax County Public Schools (FCPS) Employee
Regulation 4952	Investigation of Complaints of Discrimination or Harassment Based on Race, Sex, Color, Religion, National Origin, Age, or Disability
Regulation 5810	School Activity Funds Management
Regulation 6410	Appropriate Use of Fairfax County Public Schools' Network and Internet Resources
Regulation 8617	Student Transportation–Eligibility, Routes, and Schedules
Websites	https://www.fcps.edu/about-fcps/policies-regulations-and-notices https://www.fcps.edu/node/36886 https://www.fcps.edu/academics/academic-overview/nontraditional-schools-program https://www.fcps.edu/sites/default/files/media/forms/se4.pdf
Forms	SS/SE-227, Nontraditional School Programs Elective Placement Referral Form