

Regulation 2601: Students Rights and Responsibilities Annual Review



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Agenda

- Review Themes Identified During the Annual Student Rights and Responsibilities (SRR) Review
- Review Revisions to the SRR within Identified Themes
- Review the SRR Timeline
- Acknowledgments

Themes from the SRR 2022-23 Annual Review

1. **Clarify** expectations regarding acceptable use of technology to foster a safe environment for students and staff.
2. **Clarify** expectations regarding Alcohol, Tobacco, Other Drug (ATOD) offenses to support substance abuse prevention and intervention.
3. **Clarify** processes outlined in the SRR to foster consistent implementation of the discipline process across the school division.
4. **Adapt** processes, systems, and expectations to meet the dynamic needs of students and families.

Theme 1:

Clarify expectations regarding acceptable use of technology to foster a safe environment for students and staff.

Topic	Status
Acceptable Use of Technology – Added language to reflect revisions made to R6410: Appropriate Use of Fairfax County Public Schools' Network and Internet Resources <ul style="list-style-type: none">Revised the student responsibility for digital citizenship to add information regarding cybersecurityAdded information regarding use of social media during the school day and expectations regarding personally-owned devicesAdded a summary of the revised AUP policy and included a link to the full, updated regulation	Added Pg. 15-16
Personal Cellphone- Added guidelines to clearly articulate when personal cell phone use is allowed per school level (e.g., elementary, middle, and high school)	Added Pg. 16
Cyberbullying - Explicitly defined cyberbullying	Added Pg. 60

Theme 2: Clarify expectations regarding Alcohol, Tobacco, Other Drug (ATOD) offenses to support substance abuse prevention and intervention.

Topic	Status
Distribution- Clarified consequences for distribution of drugs. "Selling or distribution" shall be a mandatory referral to the Hearings Office	Edited Note: This revisions is a technical revision to correct a typo in a section of the SR&R and is not a substantive change pg. 21
Drug Testing- Removed the reference and ability to administer drug tests.	Removed Pg. 35
AOD Intervention- In reference to violation involving illegal drugs, the principal shall recommend that the student do at least one of the AOD interventions listed. "Shall" replaces "may" in reference to the recommendation of the following interventions to ensure intervention specific support regarding substance use, at minimum, is recommended to all impacted students. <ul style="list-style-type: none"> • Voluntarily attend an FCPD AOD intervention program • Voluntarily participate in a substance abuse assessment, at parent expense with designated provider. 	Revised Pg. 35

Theme 2: Clarify expectations regarding Alcohol, Tobacco, Other Drug (ATOD) offenses to support substance abuse prevention and intervention.

Topic	Status
Failure to Complete ATOD Intervention - Failure to attend and successfully complete the ATOD intervention program following a first-time ATOD offence shall result in a school-based disciplinary action not to exceed one day of suspension.	Revised Pg. 34
ATOD Consequence- Added language to clarify the response for the first offense relative to use or possession of alcohol, inhalants, marijuana, or non-alcoholic beer (generally up to two days of in-school suspension) versus second and subsequent offenses (generally an in-school consequence or be suspended from school for no more than two days) Note: Given the unique circumstances of the situation, principals may impose a suspension up to 5 days if frequency and intensity are present <u>or</u> may suspend for 6 to 10 days with a referral to the Divisions Superintendent if the misconduct meets one or more of the following criteria: 1) substantially disrupted the instructional program, 2) endangered the well-being of others, 3) follow school-based interventions initiated in response to prior violations.	Added Pg. 34

Theme 3: Clarify processes outlined in the SRR to foster consistent implementation of the discipline process across the school division.

Topic	Status
<p>Reassignment of Students with Disabilities for Disciplinary Reasons – Clarified that an individualized education program (IEP) team is required to meet to determine a student’s educational setting when a student with an IEP is reassigned for disciplinary reasons and the <u>reassignment would result in a change in placement</u></p> <p>When a student with an IEP is to be reassigned for disciplinary reasons, in which the reassignment <u>would not</u> result in a change of placement, the IEP team will convene to review the IEP and/or determine if any additional supports or services are needed.</p> <p>Note: Students with disabilities continue to have the same local appeal process available to them for school reassignment as other FCPS students reassigned to other schools.</p>	Revised pg. 56
<p>Rights to Complain- Notice of complaints can be provided in writing <u>or</u> verbally. Language was added to indicate that written notices of complaints are preferred. Receiving written notifications reduces the likelihood that the complaint will be misinterpreted in translation.</p>	Revised pg. 12

Theme 3: Clarify processes outlined in the SRR to foster consistent implementation of the discipline process across the school division.

Topic	Status
Leveled Responses to Behavior – Added language to provide specificity that <u>frequency and intensity</u> are the two factors to consider when determining the need to implement up to a 5-day suspension	Added pg. 19
Tardiness- Footnote added clarifying that exclusionary practices (suspensions) are not disciplinary sanctions permitted for attendance concerns	Added Note: Information added for clarity. This change does not represent a substantive change from the current SR&R. pg. 19
Group Assault- Added a subcode within assault to differentiate group assault (multiple individuals assaulting another individual or group of persons) from individual assault	Added pg. 23

Theme 4: Adapt processes, systems, and expectations to meet the dynamic needs of students and families.

Topic	Status
<p>SBAR Grade Levels- Categories identified as K-6 in the SBAR Leveled Response have been changed to K-3 to distinguish the level of understanding and impact of behavior of students in lower elementary school.</p> <p>Current language in the existing SRR gives administrators the ability to consider the age and developmental level of upper elementary students in deciding the response (intervention and sanction) given the totality of the circumstances.</p> <p>Note: The Code of Virginia already includes separate parameters relative to suspension of students in grades 3 and below.</p>	Revised pg. 19-25
<p>Appeals to the Division Superintendent –Extended the appeal timeline for appeals to the Division Superintendent from two (2) days four (4) business days to allow students and their parents additional time to prepare their appeal given the elevated nature of the appeal.</p>	Revised pg. 7

Other Revisions

Topic	Status
SRR Distribution- Clarified the distribution procedures for the SRR. Access to the SRR, including translated versions, is provided online. Print copies will continue to be available at schools upon request.	Edited Note: Information added for clarity. This change does not represent a substantive change from the current SR&R. Pg. 5
Stakeholder Orientation: Revised the organization of the stakeholder orientation section to more clearly reflect the support provided to students, parents, staff and administrators.	Edited Note: Formatting change for clarity. This change does not represent a substantive change to stakeholder orientation. Pg. 6

Other Revisions

Topic	Status
Charts & Narratives- Text in the narrative was updated to align with the SBAR chart relative to marijuana distribution which is classified by the Virginia Department of Education (VDOE) as a persistently dangerous offense.	Edited Note: This revision is a technical revision to correct a typo in a section of the SR&R and is not a substantive change Pg. 23-24
SBAR Charts- Updated local subcodes to appropriately align with their corresponding SBAR code	Edited Note: This revision is a technical revision to correct a typo in a section of the SR&R and is not a substantive change Pg. 24
SBAR Chart BSC8 a-d – Harassment based on a person’s (a) race, color, national origin, (b) religion, (c) disability, or (d) any other legally protected category to include outing related to gender identification and immigration status.	Added Note: Added gender identification and immigration to discriminatory harassment. Pg. 22

Ongoing Professional Learning: Key to Implementation Fidelity

Professional learning is critical in ensuring to staff:

- Understand the SR&R
- Know how to establish structures to proactively teach expectations regarding school behavior
- Have a variety of skills to identify when behaviors are escalating and are able to intervene early
- Understand how to disaggregate and analyze discipline data to inform practice in schools and across the division

Student Rights and Responsibilities (SR&R) Timeline

April 14, 2022: Presentation (postponed) & New Business

April 26, 2022: Work Session

May 12, 2022: Item for Action

Acknowledgements and Request for Action

Thank you to all stakeholders that provided feedback on the proposed 2022-23 Student Rights and Responsibilities (SR&R).

Ongoing feedback, reflection, and collaboration will enable us to ensure 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.

